

UNIVERSITY
OF MICHIGAN

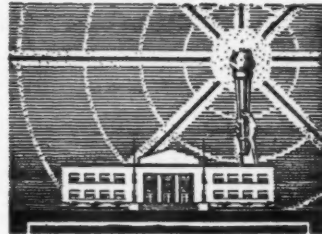
MAR 27 1952

EDUCATION
LIBRARY

THE

SOCIAL STUDIES

FOR TEACHERS AND ADMINISTRATORS



CONTINUING

THE HISTORICAL OUTLOOK

VOLUME XLIII, NUMBER 3

MARCH, 1952

Now Young People Can Hear Columbus Speak

... Listen to the '49ers' Cries of "Gold!"

...and experience the authentic sounds, music and action of other great events from our nation's past, as these episodes come vibrantly alive on Enrichment Records. These brand new, educationally-sound recordings are based on the popular LANDMARK Books, whose presentation of stirring episodes in American history has won the enthusiastic endorsement of leading educators.

Expertly dramatized by a full cast of professional Broadway and radio actors (not just narrated!), these Enrichment Records give each listener a greater appreciation of our heritage as he hears the sonorous voice of Columbus proclaiming America for the King and Queen of Spain... as he suffers with the Pilgrims through the hardships of their first winter. Young people will ride side by side through mountain passes with the Pony Express riders... feel the gripping urge of gold fever as they hear the cry "On to California."

These Enrichment Records have been tested with groups of teen-agers and younger people to assure not only a high degree of interest level, but also an understanding of the scope of the event. A distinguished board of educational advisors assures you of the educational value of the recordings.

Each of the first four titles in the series is available as a set of two nonbreakable 10" records (78 rpm), or combined with another title as indicated below on one unbreakable 10" long-playing record. Prices listed include a study guide for each title. Playing time per title: 15 minutes.

Use the coupon below to send for your Enrichment Records from the first limited pressings. The records will be sent, for 10 days approval, to assure your complete satisfaction.

Martha Huddleston, Director, Enrichment Records, 246 5th Ave., N. Y. 1, N. Y.

SS

Please send the Enrichment Records checked below for 10 days approval:

- | | |
|--|---|
| <input type="checkbox"/> Voyages of Christopher Columbus (78 rpm) \$2.80 | <input type="checkbox"/> Riding the Pony Express (78 rpm) \$2.80 |
| <input type="checkbox"/> Landing of the Pilgrims (78 rpm) \$2.80 | <input type="checkbox"/> Columbus and Pilgrims (33 1/3 rpm) \$3.33 |
| <input type="checkbox"/> California Gold Rush (78 rpm) \$2.80 | <input type="checkbox"/> Gold Rush and Pony Express (33 1/3 rpm) \$3.33 |

Name.....

School or Library.....

Street.....

City.....

Zone.....

State.....

For Your Social Studies Program

United States History

THIS OUR NATION

BINING, MARTIN, WOLF

This text tells the story of the rise of American civilization in its world setting. It is easy to read and understand—the basic vocabulary is 10th year and there is a wealth of illustrative materials closely integrated with the text. It is easy to teach and administer—the organization is chronological-topical, and the chapter-end material is unusually varied and extensive.

World History

THIS OUR WORLD

BINING, HOWLAND, SHRYOCK

A true *world* history, with the background and relationship of *all* peoples, and with emphasis on social, economic, and cultural

aspects as well as military and political. Chronological-topical organization.

Citizenship

DEMOCRACY IN AMERICA

MUTHARD, HASTINGS, GOSNELL

A 9th grade text teaching citizenship in the larger sense with emphasis on the duties and obligations of citizenship in a democracy as well as on its advantages and privileges.

Economics

UNDERSTANDING OUR FREE ECONOMY

FAIRCHILD, SHELLY

To be published next month. A basic economics text for high school students teaching basic principles in language and terms they can understand.

D. VAN NOSTRAND COMPANY

250 Fourth Avenue
New York 3, N. Y.

al.

he
and
as

ic
ts
and

ne
Y.

V

L

THE
West
Co
any
MAN
ush
lew

THU
riv
hila

A

S

T

T

C

T

A

T

V

M

M

C

-

T

t

d

-

=

The Social Studies

VOLUME XLIII, NUMBER 3

Continuing The Historical Outlook

MARCH, 1952

LEONARD B. IRWIN, *Editor*

A. E. MCKINLEY, JR., *Managing Editor*

R. T. SOLIS-COHEN, *News and Comment Editor*

DAVID W. HARR, *Book Review Editor*

IRWIN A. ECKHAUSER, *Visual Aids Editor*

EDITORIAL BOARD

THE M. ANDERSON
*West Texas State Teachers
College
anyon, Tex.*

JAMES J. FLYNN
*Fordham University
New York, N. Y.*

DANIEL C. KNOWLTON
*Cazenovia Junior College
Cazenovia, N. Y.*

EDWIN M. PURINTON
*Maine Central Institute
Pittsfield, Me.*

IAN ARONSON
*Shawwick High School
New York, N. Y.*

J. MONTGOMERY GAMBRILL
*Johns Hopkins University
Baltimore, Md.*

ROY F. NICHOLS
*University of Pennsylvania
Philadelphia, Pa.*

HOMER T. ROSENBERGER
*U.S. Department of Justice
Washington, D. C.*

THUR C. BINING
*University of Pennsylvania
Philadelphia, Pa.*

BESS HEDGES
*College High School
Bartlesville, Okla.*

CHARLOTTE M. NOTEBOOM
*University of South Dakota
Vermilion, S. D.*

HERBERT WING, JR.
*Dickinson College
Carlisle, Pa.*

THOMAS WOODY
*University of Pennsylvania
Philadelphia, Pa.*

Contents

As the Editor Sees It	Leonard B. Irwin	98
Sherman Day: Pioneer Engineer	Chester Lee White	99
The Teacher and the Social Studies	{ Mary E. Cunningham	
	{ Ralph A. Brown	104
The Source Method in Nebraska, 1891-1900	Robert E. Keohane	113
Colonial Kids Were Not Delinquents	Allan M. Pitkanen	117
Topic T21. The Expanding, Prospering Economy After the War Between the States	{ Morris Wolf	119
A Bibliographical Guide to the Study of History	Richard H. Bauer	124
The Teachers' Page	Hyman M. Boodish	128
Visual and Other Aids	Irwin A. Eckhauser	131
News and Comment	R. T. Solis-Cohen	133
Book Reviews and Book Notes	David W. Harr	137
Current Publications Received		144

THE SOCIAL STUDIES does not accept responsibility for the views expressed in articles, reviews, and other contributions which appear in its pages. It provides opportunities for publication of materials which may represent divergent ideas, judgments and opinions.

EDITORIAL AND BUSINESS OFFICE: 809-811 North 19th Street, Philadelphia 30, Pa.

Subscription \$3.00 a year, single numbers 40 cents a copy.

Published monthly, from October to May inclusive, by McKinley Publishing Co., 809-811 North 19th St., Philadelphia, Pa.

Copyright, 1952, McKinley Publishing Co. Entered as second-class matter, October 26, 1909, at Post Office at Philadelphia, Pa., under Act of March 3, 1879

As the Editor Sees it

We recently read a thought-provoking editorial by Horace Sutton in *The Saturday Review*. He was commenting on the fact that while human beings have a longer life expectancy than ever before, and normally plan to cease gainful employment at 60 or 65, they have done little to prepare themselves to use the years of retirement pleasantly and happily. The average person of middle age can expect to live to about 75. Hence he will normally have about ten years of idleness in his old age. Of course, this is a statistical norm. Many men burn themselves out in harness, while others whose work has been less exacting may well live beyond 75. Women particularly are likely to live long past their most productive years. The general truth remains that society today is based on the assumption that most people will have a significant period of retirement years.

We are doing a great deal to prepare for this situation in an economic sense. In the past few decades tremendous strides have been made in provisions for industrial pensions, annuities, old age pensions, social security benefits, and so on. The days are gone (we hope) when most old people either were supported by their children or went to a poorhouse. At least we are trying to eliminate those eventualities. But are we doing anything comparable to prepare for the use of the extra years science has given us?

Surely the mere physical needs of existence are not enough to plan for. An aimless, random life after 65 should be as unsatisfactory as it would be before that time. Psychologically,

man derives his greatest satisfactions from anticipation. Consciously or not, it is what we hope or plan to do—tomorrow, next month, or in a few years—that gives us that zest for life that we call happiness. When we lose that pleasure of anticipation, that expectation of a definite enterprise to be enjoyed later, we are less happy. If world conditions seem to make all our futures chaotic, we are discontented because reasonable anticipation is denied us. And if by our own short-sightedness we live only for the present and retirement finds us unprepared, we are unhappy because we have no goal left to strive for.

Here is perhaps the greatest value of adult education. It can be a valuable aid in preparing men and women for a happy old age. We need a purpose—something we will do when we finally get all the time we want. It may be to practise a handicraft we have learned, to write a book, to collect something, to raise prize flowers, or anything else. The point is that our "old age program" should be planned for, like our financial future, and the groundwork laid in earlier years. Adult education classes may well be one means of developing new skills and interests in our people which they can utilize as the bases for a definite retirement program. Perhaps it is the duty of education generally to call attention to the need of training the middle-aged for old age, just as we now train the young for the middle years. Education is preparation, and when we have nothing left to prepare for, life becomes savorless. It may be time for society to give serious consideration to the problem of "education for retirement."

The Social Studies

VOLUME XLIII, NUMBER 3

MARCH, 1952

Sherman Day: Pioneer Engineer

CHESTER LEE WHITE
Los Angeles, California

Tucked away among dull figures in the archives of the West is the story of Sherman Day, the pioneer engineer who discovered, surveyed, and designed the road over which the Pony Express traveled. The records reveal that this man contributed as much to the development of overland communication as many whose names have become legend in American history; yet, due to some strange twist of fate, he has been forgotten completely.

Sherman Day was born¹ in a Presbyterian parsonage at New Haven, Connecticut, the very year that Captains Lewis and Clark, on the last lap of their famous trek from the Northwestern Wilderness, came drifting down the Missouri River toward St. Louis. These explorers bore news of a Shangri-La for the dreamer, a playground for the adventurer, and a domain for the empire builder. But those were the days when news traveled slowly, and the accounts of their exploits did not reach New England for months.

If Sherman Day's parents had known of that remote, completely irrelevant coincidence, it is doubtful that the wildest flight of imagination would have suggested to them that the tales which these men bore might exert an ultimate influence upon the life and career of their infant son, as also they were destined to do upon those of Zebulon Pike, John C. Fremont, Jedediah Smith, Kit Carson, and the rest.

His parents determined that Sherman should follow in the footsteps of either his preacher father or his maternal grandfather, Roger Sherman, a daring pioneer of an earlier period. Daring indeed! for once he had had the temerity to affix his signature to an inflammatory document known as the Declaration of Inde-

pendence. As a result of that rash act, his grandson, Sherman, was born in an aura of smug respectability—he was a son of the American revolution.

Early, the lad was imbued with a reverence for the Almighty, which seventy years of life spent among the rough artisans of this nation seemed only to strengthen and mellow. To the very end, Sherman Day was humbly devout.

When he was eleven years old his father, Jeremiah Day, became the president of a modest, but exclusive Presbyterian college at New Haven. It was called "Yale." Here the young man grew up in an atmosphere of piety and culture.

Sherman graduated with Yale's class of 1826—received the degrees of Bachelor and Master of Arts, simultaneously. The fact that he was then just twenty years of age seems to indicate that he had superior intelligence as well as a distinguished lineage. Nevertheless, one senses from the incomplete records that there was some parental displeasure that Sherman had studied engineering rather than theology or law.

Following his commencement, the young alumnus opened an engineering office in Brooklyn, where he did some architectural work. But like many craftsmen of that era, he received rather inadequate compensation. Consequently, he was unable to resist the spell cast by the extemporaneous oratory of his older and more loquacious colleagues who were returning regularly from the frontier with tales of easy and fabulous fortunes which one might make in the West. Indeed, their stories savored of the very same figments which a quarter of a century earlier had characterized those which the redskin had related to Lewis and Clark,

and which, in turn, they had passed on to starry-eyed young men for gospel truth.

In 1832, Sherman Day took his bride, "the lovely Elizabeth Anne King, daughter of a conservative New England family," to live in the wilderness of Ohio and Indiana. Here, romance was confronted with chilling reality. The King-Day family was caught in the financial debacle which followed the experimental regime of the Democrat, Andrew Jackson, and was forced to return to the east coast.

Once more Sherman Day opened a business in New York. His descendants claim that here he wrote some engineering text books, but none of them seems to be extant. At least, we have Sherman Day's word for it that he was instrumental in the erection of the famous Plymouth Church in which Henry Ward Beecher gained immortality by urging others to grasp it ere it was too late; and when eventually the Beecher persuasion had overcrowded that edifice, and, therefore, it had to be deserted and dismantled, the very fragments of the structure seemed to have caught the spark of immortality about which he preached. They were loaded on barges, Day tells us, and were towed around the Horn to San Francisco. This happened during the hectic days of the Gold Rush, when finished lumber was at as great a premium as it was destined to be a century later.

As that second-hand cargo floated through the Golden Gate, Sherman Day was standing on the *embarcadero* to receive it, and it was he who directed the reconstruction of old Plymouth Church at San Jose, California, as the first Presbyterian Church in the far West.

When that task was complete, Day set out for the mines of the Sierras, hoping that there he would find the easy fortune of which he had been dreaming. At this time he was forty-three years of age, and as yet very far from being a financial success. He prospected along the American River; and soon discovered that tales of abundance of the precious metal were highly exaggerated, although he established an interest in a claim near New Almaden. Then he cast about for some activity whose remuneration would entail less chance than gold mining.

One hundred thousand adventurers, also lured west by tall tales of easy wealth, had created an unprecedented housing shortage;

and many—forced to spend years in tents and lean-tos—were becoming impatient to return. But most of them had not forgotten their terrifying trek west. Instead of heading back immediately, therefore, they began to grumble (in standard American fashion) and then to clamor for more adequate modes of transportation and communication.

No wonder! Horrible tales of disaster kept drifting in from ill-fated wagon parties. Pioneer newspapers were full of accounts of hardships endured by those who had crossed prairie wastes and mountains so steep and rugged there was scarce footing for a goat,—“perpendicular ramparts rising abruptly into the air, and studded at their hoary peaks with irregular pickets of jagged flint.”

Faced by such obstacles of nature, many had been forced to dismantle prairie schooners and piece by piece, with block and tackle, to hoist them to the top-most crags, thence to lower them carefully, laboriously to some temporary haven on the western slope. Incredible as it may seem, frequently it was necessary to transport women and children by this same precarious process.

Finally, descending the steep Sierra to California's vast fertile valleys, anxious folk huddled in top-heavy vehicles whose brakes often were inadequate to withstand the force of gravity.

Likewise, mail service was inadequate. Usually, it took more than eight weeks to deliver a letter from the East Coast to San Francisco, via the Isthmus of Panama.

Sporadic objections and grumblings finally crystallized into organized demands. Groups of leading men in each of California's pioneer communities started to agitate for a railroad or “at least a wagon road” across the continent. In San Francisco, Captain William T. Sherman (a reserve officer) later of Civil War fame, a Dr. O. M. Wozencranz, and John C. Fremont organized the Emigrant's Wagon Road Committee. At Sacramento and Marysville, Colonel Charles Lincoln Wilson, a friend of Horatio Seymour, Governor of New York, organized the Sacramento Valley Railroad Company and built a railroad from Sacramento to Negro Bar (Folsom). They planned that this should become the western end of a great transcontinental railroad.

In San José, at the southern end of San Francisco Bay, one William J. Lewis, a railroad (civil) engineer persuaded Sherman Day that, since gold mining was not profitable, he ought to forget it and to join him in the task of organizing the Atlantic and Pacific Railroad Corporation.

Lewis raised the money, and Day directed the working parties. After months of effort in which he surveyed the San Francisco Peninsula "with instruments," the Mission District of San Francisco, and many of the ranches on the Peninsula, Day decided that the task of building a railroad across the nation was too great for private capitalists. He concluded that such an enterprise must be financed either by Federal aid or California State subsidy.

In 1853, he started his agitation for a wagon road across the Sierras, to be financed by the people of California; and he ran for the office of State Senator pledged to such a program. He was elected overwhelmingly by his neighbors in Santa Clara and Alameda Counties.

At the same time Congress was hearing reverberations of the agitation. Although there were less than a quarter of a million souls in California by the year 1853, it was estimated that Washington had received petitions for a railroad which bore twice that number of names. Congressmen were annoyed and apparently convinced by this pressure (which had been organized principally by Sherman Day). They appropriated \$150,000 with which to send five groups of United States Army Engineers to survey the Trans-Mississippi West, and directed the Secretary of War to order them to proceed at once and to return with recommendations for the "most practicable route for a railroad from the Mississippi River to the Pacific Ocean."

In accordance with provisions of this law, the Topographical Engineers of the U. S. Army set out late in 1853. Each of five groups followed separate courses to the Pacific; and after a year and one half of reconnaissance, they returned to submit to the Congress twelve quarto volumes of reports. The people of the mining districts were concerned only with the report submitted by the group which followed the central route. This party was under the command of Captain Gunnison and Lieutenant Beckwith.

It is interesting that Secretary of War Jefferson Davis appended to these reports his recommendation for a *Southern Route*. He said that the findings of the engineers revealed that the northern and central routes were not feasible because of high mountains which were eternally covered with deep snow; but, he said, "the southern route is preferable to all others."

Newspapers of the far West sent up a hullabaloo. A San Francisco daily screamed, "We have no doubt that they (the topographical engineers) were sent out for that very purpose, —to find the southern route preferable to all others."

Careful study of the twelve quarto volumes leads one to agree that the San Francisco papers might have had something there. At least, it is clear that neither the Secretary of War nor any Congressman of that day ever read the reports; or if they did, it is certain that they knew nothing of the geography of the West. If perchance even one interested authority had read them critically, he would have demanded that the Secretary of War should instruct his engineers to return to the West and to complete the job which they had started.

Captain Gunnison, the leader of the central survey party, and seven of his men, had been killed by Pah Utah Indians on the shores of Lake Sevier. Following an investigation (in which some blamed the Mormons for the massacre), Lieutenant Beckwith was ordered by the War Department to take charge of the party, and to proceed along the forty-second parallel of north latitude to the Pacific Coast, and to examine the passes of the Sierras in the vicinity of that latitude. He did just that.

Now, surely it was not possible that official Washington of that day did not know that the forty-second parallel of north latitude is the northern boundary of the State of California, and that it is several hundred miles north of San Francisco, Sacramento, or the mining regions, and that a railroad or wagon road built along that route would have served no one.

On the other hand, it seems likely that Jefferson Davis had deliberately planned, as the newspapers had charged, to build a railroad along a southern route, regardless of the facts, so that an ultra-conservative group of Democratic party leaders might exploit the West

with slave labor; and this in spite of the interests or comforts of a quarter of a million pioneers on the Pacific Coast who were contributing to the development of the nation.

Californians understood the implications. They fairly gnashed their teeth. Every town and hamlet in the West called mass meetings demanding adequate means of overland communication. The more excitable suggested that California ought to secede from the Union.

San Francisco held three turbulent conclaves. They were called by Mayor Webb, and attended by Captain William T. Sherman, and John C. Fremont. Mayor E. S. Holden, of Stockton, and Mayor R. P. Johnson, of Sacramento, called meetings at which Sherman Day was the speaker.

In the Middle West, Senator Thomas H. Benton, of Missouri, (John C. Fremont's father-in-law) led the fight for overland transportation, and in New York, Horace Greeley led the fight to organize the Republican Party which pledged itself to build the Pacific Railroad.

By 1856, agitation was beginning to crystallize into a national demand. It was then that John C. Fremont, the first Republican candidate for President of the United States took for his campaign slogan: "The Pacific Railroad." His defeat by James Buchanan foredoomed an overland railroad constructed along any but a *Southern Route*.

During the four lean years that followed, the people of the West girded their loins for battle to the finish. Sherman Day led them.

When news of the U.S. Engineers' reports reached the Pacific Coast, Sherman Day drafted a Wagon Road Bill which he submitted to the Senate of California. It became law on April 28, 1855, and provided for the construction of a highway across the Sierra Nevada Mountains, along a route to be determined by survey, at a maximum cost of \$105,000. But it was never built because the legislature failed to appropriate money for the project.

There was determined opposition by Democrats who were reinforced by powerful steamship owners at San Francisco and New York. The latter saw in the act the possibility of unwelcome competition. Therefore, they referred the question to the Supreme Court of California, where on December 5, 1856, these

opponents were able to have the law declared unconstitutional.

Regardless of this rebuff, Sherman Day determined to survey the central Sierras. He intended to prove that, reports of the U. S. Army engineers to the contrary notwithstanding, it would be possible to build a wagon road and a railroad across the mountains.

Standing before groups of miners at Sacramento and El Dorado Counties, he literally begged for funds to finance the project. And, as one reads in the papers of that day that those rough pioneers reached down in their pockets and brought out five thousand dollars worth of gold dust and nuggets to pay for the enterprise, one can but feel that Sherman Day enjoyed the confidence of his neighbors.

Within a week he started up the Sierras with a crew of seven men. They spent two years searching for a route across the formidable range. During one winter the group was trapped at the summit in the deep snow. Grizzly bear raided their camp, and carried off their food; but, although they were nearly frozen and starved, they stayed to complete the task for which they had collected funds. They determined the elevations of the highest passes and peaks of the Sierras, located and mapped the eastern boundary of California, and charted the most practicable route for a wagon road from the Sacramento Valley to Carson City, Nevada. Then they returned to report their findings to the legislature.

The people of the State welcomed their return with wild acclaim; but the California Senate (dominated by Democrats) listened stoically. Powerful political interests had stacked the cards against Day. Singlehanded he was unable to combat the authority of the supposed findings of the United States Army Engineers; and, in addition, the Supreme Court had held the enterprise unconstitutional. It was obvious that as long as Democrats were in control of local and national politics there would never be a wagon road or a railroad financed by public money.

By 1856, almost every citizen of the West was dissatisfied with the dilatory tactics of the Democrats; and Day experienced little difficulty in convincing the people that if they hoped to build a highway across the terrible Sierras, they must finance it by popular sub-

scription. The miners again came to the rescue. They raised \$24,500, and the work of construction was commenced.

The story of that feat is not the least among the mammoth accomplishments of the "few who have done so much for so many." It took one hundred workers one hundred forty days to clear a road twelve feet wide of all "stones, rocks, roots, timber, and other obstructions, and to smooth the surface to permit wagon travel."

The work of construction was not entirely finished when, at eleven o'clock on the evening of July 15, 1858, a Mr. Clift reined up a stage coach at the hotel at Hangtown (Placerville), and delivered the first overland mail (thirty pounds of letters). It had entered California by the Sherman Day Wagon Road.

It is interesting that Theodore D. Judah, engineer who became famous for his surveys of the Overland Railroad, used the information which Sherman Day had gathered the hard way. But nowhere do we find that Judah gave Day the least credit for his work. Indeed, Judah had not even started his preliminary surveys of the Sierras when the first overland mail arrived in California.

At four P.M., April 3, 1860, the first Pony Express mail left San Francisco. It arrived at Sacramento at 2:45 A.M., April 4. At that moment a Mr. W. Hamilton jumped to his pony, and, with a loud whoop, rode off toward the mountains. He passed through Placerville (Hangtown) at 6.40 the same morning; and at Sportsman's Hall, twelve miles east of Placerville, he turned over the seventy letters (postage \$5.00 each) to the care of a Mr. Warren Upson, who sped them to Carson City via the Sherman Day Wagon Road. This was still more than a year before Theodore Judah had commenced his preliminary surveys for a railroad.

On April 13, 1860, exactly one year and a quarter before Judah began his work in the mountains, the first west-bound Pony Express mail arrived at Hangtown, bringing news of April 3. Mr. Upson rode the pony.

Rightly, Theodore Judah, Mr. Clift, Mr. Upson, and even the ponies have received the plaudits of an admiring America; but Sherman Day, the man who found the trail of the Pony Express, and who made possible the road over which it travelled has been entirely neglected

by historians and scribes. The injustice of this neglect seems more shameful when one understands that for more than a decade before the transcontinental railroads came, the Sherman Day Wagon Road—just a dozen feet wide—was the only avenue of overland communication for more than a quarter of a million souls virtually stranded on the Pacific Coast. But this was not the only contribution which Sherman Day made to the development of California.

Barely had he landed in California when, on December 18, 1849, he was appointed to the Office of Trustee of a projected College of California. On April 13, 1855, that College, sponsored by a joint Protestant Board of Education, became a State Institution. Again, Sherman Day was appointed one of its five trustees; and in this position he helped to organize the engineering department.

When, in 1865, the College of California was moved from a "spot beneath some beautiful old oak trees above the high tide in Oakland"² to the present site of the University of California, at Berkeley, Sherman Day surveyed the campus, constructed the dam at the head of the now famous Strawberry Creek, and completed a waterworks for the university. After the completion of the wagon road, Day, then more than fifty years of age, devoted the remainder of his life to the promotion of this, one of the greatest institutions of learning in the world.

One of his few recorded public utterances was an obituary which he delivered at the first Commencement of the University of California, on June 3, 1868. It was in memory of his father, "the late illustrious President of Yale University." Day was introduced as the Honorable Sherman Day. He began:

"If there be any time in a man's life when he feels disposed to weep and to rejoice, to bow his head in humility, and raise himself in pride and joy, that moment is present to me now. I weep that the venerable father is gone, and rejoice that he kept the faith, and finished his course so triumphantly. I feel deeply humble to think that I have followed his precious example with such unequal steps; and yet, my bosom swells with pride to hear his name thus honored on these distant shores. . . .

"He held decided political opinions with

sound reason behind them. Although never disposed to obtrude his political opinions on others, he was not, on the other hand, one of those political nonentities who sometimes boast that they have not gone to the polls in the last ten years. He never believed in that pernicious policy that clergymen should have nothing to do with politics,—using the word politics in its proper and not bad sense,—and that it is unseemly for them to mingle with their fellow citizens at the polls. My father was in the habit yearly, of casting his one vote at the polls, resolved that the wrong side should not triumph for want of his one vote. . . . Who doubts that his vote was on the side of 'Liberty and Union, one and inseparable,—now and forever!'"

When on May 10, 1869, Governor Leland Stanford of California, and his political associates met at Promontory Point to drive the Golden Spike which was the symbol of the completion of the transcontinental railroad, they received the acclaim which also should have been accorded to Sherman Day; for his were the dreams and efforts which had made that event possible. These men contributed almost

nothing to the actual pioneering efforts of the fifties. Indeed, it is another of the tragedies of destiny that the so-called "Big Four" of the railroads have gleaned all of the fruits of Sherman Day's trail blazing, as well as the applause of the ages.

Sherman Day surveyed a region into which the Secretary of War hesitated to send the United States Army Engineers, "because of high mountains and deep snow." But the historian and scribe have forgotten him. Since his death in Berkeley, California, on November 11, 1884, the name of Sherman Day has moldered in the archives.

Certainly, nearly a century after his accomplishment, it is not too soon to suggest that the record of his deeds should be etched on the tablets of fame, and that his memorial should stand upon the highest pass of the mighty Sierras—that United States Highway number fifty (the wagon road of the fifties, and the route of the Pony Express) should be rededicated to the memory of Sherman Day.

¹ February 11, 1806.

² Between 13th and 14th Streets on Franklin.

The Teacher and the Social Studies

THE SOCIAL STUDIES AND LOCAL HISTORY

MARY E. CUNNINGHAM

New York State Historical Association, Cooperstown, New York

RALPH A. BROWN

State University of New York at Cortland, New York

Teaching Social Studies, as teachers of the social studies will readily admit, is a hard job. Two reasons are outstanding. The first is inherent in the subject matter social studies must deal with—man and everything that man has ever done, thought or felt upon this earth. Man is an obstreperous subject to treat of. You can't pin him down into the nice categories that our friends who teach the exact sciences may posit. You can't measure man in litres, kilograms and cubic centimeters—that is, the whole of man, though you may do this for his physical and chemical content. You cannot easily formulate exact rules of conduct for him and write "Q.E.D." after those rules, because he simply won't abide by your regulations.

The second big obstacle the social studies teacher must face, must overcome, is the difficulty of defining the terms in which he deals. When his colleagues in physics or chemistry or mathematics say "specific gravity," or "mercury displacement," or "pi times the radius squared," they know exactly what they mean and they mean the same thing whether they are Russians or Americans. But the terms "totalitarian state," "monopoly," "social security" carry quite a different connotation to the Communist and to the democrat. The late great Carl Becker of Cornell University put the matter as succinctly as anyone, when he said that in speaking of the terms with which history must deal, the most we can say is "This

is so, if you know what I mean." To which there is only one answer: "Yes, I know what you mean, if you mean what I think you mean."

What has all this to do with teaching local history? Simply this, that in the small local community the teacher and his pupils find the nearest thing to a laboratory in the social studies they will ever find. Here they approach as near controlled conditions as they will ever achieve. In the small, local community they can see the institutions of our complex modern society originate, can trace their growth, can chart the laws of their development. A word of caution might be inserted parenthetically here, for the parallelism for the local and larger community can perhaps be overdone, but it is on the whole strikingly operative.

The local community, then, provides a laboratory for history. But more is implied than the cold, austere efficiency we usually associate with the word, for the community is a laboratory with human interest added, a laboratory with a punch. When we tell our young people of the Revolutionary soldier who marched away to Valley Forge, he may seem far from their experience. But when we take them down the road to show them the house where the Revolutionary soldier lived, the bed he slept in, the hearth he sat beside, the lantern he lit on his way to the barn to milk his cows in the cold of a winter morning, he comes alive. He becomes a real person, like their fathers and brothers at Kaesong; the issues for which he left his home and went off to war become real issues as vital today as they were a century and a half ago. The cogent reasoning for good citizenship, for active participation in civic life becomes emotionally powerful if it is explored on the local level.

These, then, are the reasons why the teaching of state and local history have been advocated in the social studies curriculum of the schools of America, why it has been so introduced by legal requirement in most states. An attempt is made in what follows to discuss briefly the literature of local history teaching, with a particular effort to relate it to the Problems in American Democracy course.

An excellent discussion of the earliest uses of local history in the schools is to be found in a series of articles by Robert E. Keohane

appearing in two periodicals, the *Mississippi Valley Historical Review* and *American Heritage*, and in a section of the *Seventeenth Yearbook* of the National Council for the Social Studies. G. Stanley Hall's *Methods of Teaching and Studying History*, published in Boston in 1883, is also fruitful on this theme. Both Hall and Keohane quote as perhaps the first to go on record for local history Herbert Baxter Adams, who, in 1893, declared, "One of the best introductions to history that can be given . . . is through a history of the community in which the school is placed. . . ."

In the 1890's Mary Sheldon Barnes, daughter of the noted Edward A. Sheldon of Oswego Normal and herself a pioneer in stimulating critical thinking through the use of primary sources, wrote, "In local history alone can the teacher most nearly bring his pupils face to face with all the sources and give him the best training that history has for him in accuracy, the nice weighing of evidence, the sympathetic interpretation of the past." The Madison Conference of the Committee of Ten (1892-93) in their "Report . . . On Secondary School Studies" favored the use of local history in the secondary schools. But the movement soon suffered a severe check. The famous Committee of Seven of the American Historical Association (1896-1899) condemned the source method and ignored state and local history. In her individual report on the elementary school program Lucy A. Salmon denounced the use of state history.

By the 1930's, however, opinion on the worth of local history had reversed itself. The Messrs. Hitler, Mussolini and Stalin had brought their use of propaganda to a point that made absolutely imperative teaching which would stimulate critical thinking. Once again the utility of primary sources on the local level as a tool for the development of such thinking was recognized. In his provocative *Every Man His Own Historian*, Carl Becker contended that all of us in our everyday lives use and need to be expected to use the procedures of historical inquiry. Because the community contains a wealth of meaningful records and remains, Howard Anderson, first Specialist in Social Studies in the United States Office of Education, has written that the study of local and state

history affords youth an unparalleled opportunity to develop skill in the techniques of historical inquiry.

Meanwhile pedagogy had become more aware of the mechanics of the learning process. What had been obvious from the first was now demonstrated by studies. The natural progression was from the near to the remote, from the known to the unknown, from the locality to the state and nation. Departments of education began to move toward the specification of state and local history in the curricula. In striking contrast with the Committee of Seven, the joint committee of the American Historical Association, the National Council for the Social Studies and the Mississippi Valley Historical Association, which issued the influential *American History in Schools and Colleges*, frequently known as the Wesley Report, emphasized enrichment of "the national minimum content" of United States history courses with vivid sidelights from local, state and regional history.

Local history as a means of adjusting the child to his environment was advocated. Teaching local history could be a vital contribution to the character development and citizenship training of youth, Chester MacArthur Destler averred, since "For the newcomer knowledge of local traditions and historic episodes contributes directly to conscious self-identification with the community in which he now lives. Many classmates of the first or second generation will profit similarly, though in lesser degrees, from such instruction, while the educational experience of all youth is enriched by knowledge of how their community and state have faced and solved problem situations in the past."

Such was the thinking which has resulted in the writing of specifications for teaching local history in, at the latest count, thirty-one of the forty-eight states. Eight states give voluntary instruction in community history beyond the thirty-one where the obligation is legal. In all but eight states such instruction is given on two levels, both in the elementary and secondary curricula. Varying sequences are revealed in various states. The most popular seems to be to include instruction in local history at three levels: the 4th (and 5th) 7th and 9th, (or 11th).

Clearly the literature of state and local his-

tory, dealing as it must with at least thirty-nine of the forty-eight states and with a myriad of communities within each of these thirty-nine states, is miscellaneous indeed. In general it may be said to fall into two classes: literature of methodology and literature of content. The former is contained largely in occasional articles in periodicals, although there is one book-length publication, *Teaching Local History in Today's World*, the 1948 *Proceedings* of the Middle States Council for the Social Studies, containing their proceedings for 1946-47 and comprised of the papers delivered at the 1947 Philadelphia meeting of that organization. Divided into five parts, dwelling respectively on: (1) general aspects of the problem, (2) specific experiences in teaching local history in the Middle States area, (3) at the college level, (4) local history at the elementary level, and (5) a case study of local history, this little volume is invaluable for the teacher of state history. Copies at \$1 each may be obtained by addressing George I. Oeste, Editor, Middle States Council for the Social Studies, 5423 Westford Road, Philadelphia 20, Pennsylvania.

In January of 1947 a magazine, *American Heritage*, devoted entirely to the techniques of teaching local history in schools, historical societies, museums and similar agencies throughout the United States and Canada, first appeared. It continued quarterly publication through ten numbers, when finances forced it to become a more generalized magazine of American history. Limited back files of this magazine are still available and form a rich mine of procedure on local history teaching. The features "From the Local History Book Shelf" and "Audio-Visual Materials for Local History," continue in the new *American Heritage* and are valuable to the social studies teacher.

The first number of *American Heritage* is particularly provocative in that *Heritage's* editorial board, nine authorities on local history, including O. Fritiof Ander, Howard Anderson, Chester MacArthur Destler, Roy F. Nichols, and Edgar B. Wesley, state the values they see in local history teaching. Dr. Nichols notes that "Much of the value and interest in history which American youth might enjoy in their school work has been destroyed by the methods used in teaching. Events which hap-

pened long ago and far away are often fraught with little meaning to young people who live so much in the hurried life of the present. However, if the accomplishments of the past are made vivid by being associated with local scenes and traditions; if the students can visit the places, see the memorials and recapture the spirit of their own community enterprise, then history takes on a new meaning. No longer is it a dry chronicle of laboriously memorized facts but a part of their own experience."

Dr. Wesley's comment is of rich interest too: "A community is both universal and unique. Those aspects in which it is universal bind it to other communities, facilitate generalizations and furnish a fund of common interest. The unique aspects of a community challenge attention, promote local pride, and provide means of identification. There is a great opportunity for building a greater America by making us more national and international minded through the better understanding of our local environment."

Every issue of *American Heritage* contained articles pertinent to the teacher of American history or of problems courses, but perhaps a few should be singled out for rather special consideration. The October 1947 issue, a classroom teacher's number, has Margaret McCarthy, of the Public Schools of New London, Connecticut, on "Promoting Intercultural Understanding Through the Teaching of Local History"; Harold M. Long, Glens Falls, former editor of the New York State Council for the Social Studies' *Citizenship Journal*, on "Local History Through Pageantry"; and Loretta E. Klee, Director of Social Studies in the Ithaca, New York, Public Schools, considering "Developing Social and Study Skills Through Local History." Edgar B. Wesley's "Seven Steps to Knowing a Community" stars the December 1947 number of the magazine while "The Local Community: A Classroom Laboratory" by Edith E. Starratt, Sherburne, New York, and "Book Shelf of Negro History" by Gladys B. Shepperd, Dunbar High School, Baltimore, Maryland, are standouts in the February 1948 number.

"Folklore in American Studies" in *American Heritage's* April 1948 issue by Professor Tremaine McDowell of the University of

Minnesota, dean of the increasingly popular programs in American Studies, and "Nature and Implications of Programs in American Civilization" by Professor Richard H. Shryock, then of the University of Pennsylvania, now at Johns Hopkins, are especially useful to the teacher on the college level as are three fine papers in the February 1949 number, "The Teaching of State History in Colleges and Universities" by John A. Monroe, of the University of Delaware; "Problems and Promises of a Course in State History" by Whitfield J. Bell of the University of Pennsylvania; and "Unique Elements in State History" by Richard P. McCormick, Rutgers University.

The problem of how local history may be used for leadership training is discussed in two papers in the October 1949 number of *American Heritage*: "Go Home, Young Man," by Henry W. Bragdon, Phillips Exeter Academy, a consideration of the rather specialized problems of the private school student divorced during his student days from his home community, yet often faced with the necessity of reintegration therein on his graduation, and "Cincinnati Uses Local History in Citizenship Training" by Charles E. Wilson, then Superintendent of Schools, Cincinnati, Ohio.

The problem of adequate preparation for teachers of local history is one by no means solved as yet by the various states. Besides the more regulation college courses in a state's history, various extracurricular activities have proved fruitful. *American Heritage* for February 1948 describes an experiment in in-service training carried on by a regional social studies group, the Long Island Social Studies Council, under the title, "Teaching Teachers History" by Gertrude Wetterauer. Each year the New York State Historical Association, headquartered at Cooperstown, conducts a series of, on the average, eight seminars in local history topics, one of which is usually beamed at the teachers of New York State. The State University of New York, State Teachers' Colleges at Cortland, Buffalo and Oneonta, among others, all have conducted summer bus tours.

Texts for use in specific local history courses are perhaps too parochial to merit attention in an article of this sort. They vary widely in utility. But perhaps this is a criticism not to be leveled alone at state or community texts.

Perhaps *Exploring New York State* by Bertram Wainger of Union College and Edith Oagley (Levins) a Supervisor of Social Studies in the Schools of Binghamton, is as model a one as can be found. State and local historical societies, of course, are a fruitful source of content material for the teacher of community history. There is hardly a state among the forty-eight which does not today publish its own journal on that state's history. Most of these are quarterlies, a number have undergone recent revision in format and nearly all strive to attain, and a rather considerable number do so attain, readability combined with historical worth in the articles carried. Nearly all such journals carry listings of books of state pertinence and news notes of meetings of local or state historians. The teacher in the field would often do well to affiliate herself with a state organization and to attend as many meetings as possible.

Mention should be made here of the local historical society. Many a teacher objects to such organizations on the ground that they are gatherings of ancestor worshippers, and often this is undeniably true. On the other hand it's also true that a number of such local organizations have of late made a genuine effort to absolve themselves of this horrid charge and deserve a helping hand whenever possible. A number of them have rich collections of local material—perhaps indifferently housed or displayed—which would reward exploration by the student of her community. The American Association for State and Local History, the over-all organization for state and local historical societies, also deserves consideration by the teacher of community history. The latter group has a system of awards and last year paid particular attention to the accomplishment of a student group in one of New York State's schools, that at Sherman, Chautauqua County, by the presentation of such an award. A number of the states have also established state folklore societies, often affiliated with the state historical organization and at least several of these publish their own journals.

The junior historians movement is perhaps the most significant development of recent years. Briefly put, a state society which fosters such a move usually does so by opening membership in its rolls to students in the schools

of its state, organizes these students in local history clubs in the schools, issues a junior publication for them—often written largely by the students themselves—and conducts a number of auxiliary activities such as local and state-wide conventions, contests and the like. Texas, under the leadership of H. Bailey Carrol, was the first state in the field in this movement and still remains one of the leaders, although today the program in Wisconsin is outstanding for the number of students enrolled and that in New York for the variety and strength of the activities carried on. Pennsylvania, Minnesota and Illinois are other states having strong junior programs.

Each of the states above listed issues its own junior historical publication. With the exception of Pennsylvania all appear at regularly stated intervals. Texas' magazine is called *The Junior Historian*, New York's *The Yorker*, Wisconsin's *Badger History*, Minnesota's *Gopher Historian* and Illinois' *Illinois Junior Historian*. New York prides itself on the whopping state-wide annual convention, meeting the second Saturday of each May. In 1951 the gathering at Hyde Park drew an attendance of 1,800 from every part of New York. Historical papers, entertainment features, tours of convention city, reports of officers and election of new officers and a presentation of a variety of awards always feature New York conventions.

Readers of *The Social Studies* may notice the most striking difference between this article and its predecessors in "The Teacher and The Social Studies" series: there is for the present article no extensive documentation. The reason is obvious to teachers who have worked in this area. Widespread as is use of local history the literature of the field is extremely limited and the teacher who would discover what others have done in using local materials often finds it a difficult task.

Therefore the writers have appended a bibliography of available literature on the teaching of local history. It is the result of their long interest in this area, and they believe it to be the most complete bibliography of material on this subject ever made available to social studies teachers.

Alexander, Edward P., "Let's Study the His-

- tory of Mudville." *Social Education*, May, 1942. VI: 209-12.
- Ander, O. F. and Hazel Phillips, "State Historical Societies and the Teaching of History." *Social Education*, January, 1947. XI: 22-24.
- Andersen, Ruth "Town Reports Are Useful." *Social Education*, October 1942. VI: 265-66.
- Andrews, G. G., "Stimulating Interest in Historical Study." *Social Education*, May, 1939. III: 307-12.
- Bard, Harry, "Reconstruction After Five Wars: The Lessons Maryland Offers." George I. Oeste, editor, *Teaching Local History in Today's World*. Volume 44, Part II. Annual *Proceedings* of the Middle States Council for the Social Studies. (Philadelphia, 1948.) Pp. 16-20.
-, "Teaching Local History Through the Infusion Method; Maryland As an Example." George I. Oeste, editor, *Teaching Local History in Today's World*. Volume 44, Part II. Annual *Proceedings* of the Middle States Council for the Social Studies. (Philadelphia, 1948.) Pp. 21-24.
- Block, Doris L., "Boys and Girls Are Pilots in Their Communities." George I. Oeste, editor, *Teaching Local History in Today's World*. Volume 44, Part II. Annual *Proceedings* of the Middle States Council for the Social Studies. (Philadelphia, 1948.) Pp. 89-91.
- Bonham, Milledge L., Jr., "American Biography As a College Freshman Course." *The History Teachers Magazine*, October, 1915. VI: 257-58.
- Boyd, William K., "Local History in the College Curriculum." *The History Teachers Magazine*, June, 1915. VI: 178-79.
- Bradford, Gamaliel, "The Significance of Biography." Introduction to James C. Johnston, *Biography: The Literature of Personality*. (New York: Century, 1927.) Pp. xv-xxi.
- Carman, Harry J., "The Dictionary of American Biography: An Appreciation." *The Historical Outlook*, May, 1930. XXI: 211-212.
- Cater, Harold Dean, "Teaching Local History and the Seminar Method." *The Social Studies*, May, 1941. XXXII: 221-223.
- Chaffee, Everett, "Adolescent Needs and the Social Studies." *Social Education*, November, 1939. III: 543-46.
- Clark, Lotta A., "Pageants and Local History." *The History Teachers Magazine*, November, 1914. V: 287-88.
- Clarke, Katherine L., "Making Community Study Effective in the Grades." *Social Education*, February, 1940. IV: 111-14.
- Cohee, M. Catherine, "Teachers As Community Explorers Through Workshop Experiences." George I. Oeste, editor, *Teaching Local History in Today's World*. Volume 44, Part II. Annual *Proceedings* of the Middle States Council for the Social Studies. (Philadelphia, 1948.) Pp. 84-88.
- Committee on American History in Schools and Colleges, Edgar B. Wesley, Director. *American History in Schools and Colleges*. New York: Macmillan Company, 1944. 148 pp.
- Cook, Lloyd Allen, "Educating for Community Action and Unity." *Social Education*, November, 1942. VI: 304-308.
- Corey, Albert B., "Local History and the Community." George I. Oeste, editor, *Teaching Local History in Today's World*. Volume 44, Part II. Annual *Proceedings* of the Middle States Council for the Social Studies. (Philadelphia, 1948.) Pp. 81-83.
- Crane, Katherine Elizabeth, "Teaching American Biography." *Social Education*, September, 1937. I: 421-23.
- Crittenden, Christopher, untitled editorial, *American Heritage*, January-February, 1947. I: 4.
- Cunningham, Mary E., "A Creed for American Heritage." *American Heritage*, January-February, 1947. I: 5.
- "How the Historical Society Can Help in the Teaching of Local History." George I. Oeste, editor, *Teaching Local History in Today's World*. Volume 44, Part II. Annual *Proceedings* of the Middle States Council for the Social Studies. (Philadelphia, 1948.) Pp. 53-58.
- "A Survey of Current Practices in the Teaching of State and Local History." George I. Oeste, editor, *Teaching Local History in Today's World*. Volume 44, Part II. Annual *Proceedings* of the Middle States Council for the Social Studies. (Philadelphia, 1948.) Pp. 1-10.
- Dabney, Mary K., "Social Studies and Community Service." *Social Education*, May, 1947. XI: 202-204.
- Exploring Your Environment*. Elementary

- School Social Studies Pamphlet III. Albany, N. Y.: Bureau of Curriculum Development, Division of Elementary Education, New York State Education Department, 1943. Pp. 174, paper.
- Faherty, W. B., "Biography in the Teaching of History." *The Social Studies*, March, 1941. XXXII: 105-106.
- Gerson, Armand J., "The Social Studies in the Grades—1909-1929." *The Historical Outlook*, October, 1929. XX: 269-73.
- Goodwin, A. N., "Community Resources and the Social Studies." *Social Studies*, October, 1940. IV: 414-16.
- Goodwin, Frank P., "Local History in Cincinnati Public Schools." *The History Teachers Magazine*, March, 1911. II: 152-54.
- Gordy, Wilbur F., "The Place and Value of Local History." *The History Teachers Magazine*, January, 1914. V: 10-11.
- Hamilton, Milton W., "Teaching State and Local History in College." George I. Oeste, editor, *Teaching Local History in Today's World*. Volume 44, Part II. Annual Proceedings of the Middle States Council for the Social Studies. (Philadelphia, 1948.) Pp. 74-80.
- Harden, Mary, "The Community as a Laboratory for Elementary School Social Science." *Social Education*, April, 1937. I: 266-70.
- Hart, Donn V., "A Report on Latin American Biography." *The Social Studies*, February, 1945. XXXVI: 56-57.
- Hartwig, Caroline E. E., "Use of Local, State and Regional Resources." Richard E. Thurfild, editor, *The Study and Teaching of American History*. Seventeenth Yearbook. (Washington: National Council for the Social Studies, 1946.) Pp. 340-48.
- Harvey, C. C., "How a High School Used Its Community as a Laboratory for Social Education." *Social Education*, February, 1943. VII: 72-73.
- Haun, Harry L., "The Present Status of State History Teaching in the Elementary Grades." *The Historical Outlook*, December, 1922. XIII: 346-53.
- Herbart, Grace G., "A Living City." *Social Education*, April, 1947. XI: 159-60.
- Heckman, Oliver S., "Pennsylvania's Contribution to the Teaching of State and Local History." George I. Oeste, editor, *Teaching Local History in Today's World*. Volume 44, Part II. Annual Proceedings of the Middle States Council for the Social Studies. (Philadelphia, 1948.) Pp. 37-45.
- Hopkins, Gladys T., "Local History in the Schools of Maryland." George I. Oeste, editor, *Teaching Local History in Today's World*. Volume 44, Part II. Annual Proceedings of the Middle States Council for the Social Studies. (Philadelphia, 1948.) Pp. 28-30.
- Hoskins, George W., "Local History in the Public Schools of the District of Columbia." George I. Oeste, editor, *Teaching Local History in Today's World*. Volume 44, Part II. Annual Proceedings of the Middle States Council for the Social Studies. (Philadelphia, 1948.) Pp. 66-67.
- Hunt, Erling M., "Community Resources." *Social Education*, April, 1939. III: 223-24.
- Hunt, Mate Graye, "Texas History for Junior Historians." *Social Education*, December, 1946. X: 359-60.
- Jackson, Anna M., "A School-Community Project in Historic Georgetown." *Social Education*, October, 1940. IV: 417-19.
- James, Marquis, "Opening New Horizons for the Biographer." *The New York Times Book Review*, October 6, 1946. Pp. 7, 56.
- Jarrold, Rachel W., "Local History in New Jersey." George I. Oeste, editor, *Teaching Local History in Today's World*. Volume 44, Part II. Annual Proceedings of the Middle States Council for the Social Studies. (Philadelphia, 1948.) P. 68.
- Jensen, Alma M., "On Trial—A Regional Program in Minnesota." *Social Education*, November, 1939. III: 554-60.
- Johnson, Ardy H., "Rooting the Ninth Grade Program in the Community." *Social Education*, May, 1946. X: 217-18.
- Johnson, Henry, *Teaching History in the Elementary and Secondary Schools, with Application to Allied Studies*. New York: Macmillan Company, 1940. Pp. xv, 467.
- Johnston, James C., *Biography: The Literature of Personality*. New York: Century, 1927. Pp. xxv, 312.
- Kartozian, Annie A., "Methods of Teaching History Through Biography." *The Histor-*

- ical Outlook*, January, 1933. XXIV: 14-18. (This article is based upon a study carried out under the direction of a professor of education at the University of Southern California.)
- Keohane, Robert E., "Historical Method and Primary Sources." Richard E. Thursfield, editor, *The Study and Teaching of American History*. Seventeenth Yearbook. (Washington: National Council for the Social Studies, 1946.) Pp. 325-39.
- Klee, Loretta E., "Developing Social and Study Skills Through Local History: A Method and an Appraisal." *American Heritage*, October, 1947. I: 78-80.
- "Folklore and the Development of Critical Thinking." *Social Education*, October, 1946. X: 267-69.
- Knapp, Royce H., "American Regionalism and Social Education." *Social Education*, December, 1942. VI: 362:65.
- Krum, William J., Jr., and Ralph Adams Brown, "Criteria for the Evaluation of Curriculum Change." *School and Society*, 66: 219-21. September 21, 1947.
- Larzelere, Claude S., "The Study of State History." *The History Teachers Magazine*, September, 1915. VI: 199-203.
- Lee, Jane, "Fiction and Local History in a Special Class." *Social Education*, February, 1941. V: 107-109.
- Long, Harold M., "Local History Through Pageantry." *American Heritage*, October, 1947. I: 75-77.
- Lowrie, Sarah D., "The Story of Strawberry Mansion." George I. Oeste, editor, *Teaching Local History in Today's World*. Volume 44, Part II. Annual *Proceedings* of the Middle States Council for the Social Studies. (Philadelphia, 1948.) Pp. 92-97.
- Luce, Robert, "Town and City Histories." *Granite Monthly*, 1884. VII: 306-27.
- Ludwig, Walter, "Ration Stamps and Salvage: A Tenth-Grade Project." *Social Education*, May, 1943. VII: 205-208.
- Malone, Dumas, "Biography and History." Joseph R. Strayer, editor, *The Interpretation of History*. (Princeton: Princeton University Press, 1943.) Pp. 119-48.
- McCarthy, Margaret, "Promoting Intercultural Understanding Through the Teaching of Local History." *American Heritage*, October, 1947. I: 72-74. (Based on experimental teaching in the schools of New London, Connecticut.)
- McCollum, Dudley Foster, "The Teacher and Local History." *The Historical Outlook*, December, 1924. XV: 391-94.
- McFeely, Richard H., Walter F. Mohr, Katherine Smedley, and Elbridge M. Smith, "A Co-Operative Community Survey." *Social Education*, December, 1943. VIII: 355-57. (A group of students from the George School—George School, Pa.—surveyed the town of Cornwall, on the Hudson River. Both the visitors and the hosts gained genuine understanding from the experience.)
- Memler, Henrietta, and Wayne Alvord, "Study Your Town." *Social Education*, November, 1946. X: 311-13.
- Moffatt, Maurice P. and John R. Cerf, "Teaching Democracy Through Personalities." *The Social Studies*, May, 1944. XXXV: 211-13.
- Mohr, Walter F., "The Study of Local History as a School Hobby." *The Social Studies*, January, 1934. XXV: 31-32.
- Mosher, William E. and Roy A. Price, "Equipping Social Studies Teachers for Community Study." *Social Education*, February, 1944. VIII: 65-66.
- Nelson, Lowry, "Planning and Organizing Cooperative Community Projects." *Social Education*, February, 1943. VII: 68-70.
- Nichols, Roy F., "Biography: The 'Case' Method in History." *The Historical Outlook*, October, 1926. XVII: 270-72.
- Oeste, George I., editor's preface in *Teaching Local History in Today's World*. Volume 44, Part II. Annual *Proceedings* of the Middle States Council for the Social Studies, (Philadelphia, 1948.)
- Parham, Lillian C., "Out-of-School Environments and Activities of Junior High School Pupils." *Social Education*, January, 1942. VI: 27-30.
- Parker, Donald Dean, *Local History: How to Gather It, Write It, and Publish It*. New York: Social Studies Research Council, no date. Pp. 186.
- Pearson, Hasketh, "Warts and All." *Saturday Review of Literature*. October 12, 1946. XXIX: 13-14.
- Peterson, William J., "The Use of Local History as a Tool in Studying American

- History." Ruth West, editor, *Utilization of Community Resources in the Social Studies. Ninth Yearbook*. (Washington: National Council for the Social Studies, 1938.) Pp. 101-10.
- Pratt, Caroline, *I Learn From Children: An Adventure in Progressive Education*. New York: Simon and Schuster, 1948. Pp. xiii, 204.
- Price, Ethel E., "Nine-Year-Olds Study Community Health." *Social Education*, February, 1947. XI: 68-70.
- Ray, John W. and W. Francis English, "Local History and Local Manuscript Collections." *Social Education*, April, 1944. VIII: 165-66.
- Reid, Robert, "Making Use of Community Resources in a New York Town." George I. Oeste, editor, *Teaching Local History in Today's World*. Volume 44, Part II. Annual Proceedings of the Middle States Council for the Social Studies. (Philadelphia, 1948.) Pp. 64-65.
- Riley, Franklin L., "Is State History Worthwhile?" *The History Teachers Magazine*. March, 1911. II: 156-57.
- Russ, W. A., Jr., "A Suggestion to Teachers of History." *The Social Studies*, October, 1943. XXXIV: 253-56.
- Ryans, David H., "Motivation in Learning." *Psychology of Learning*, Part II, 41st Yearbook. (Chicago: National Society for the Study of Education, 1944.)
- Santesson, Hans Stefan, "Make History Teaching Come to Life!" *The Social Studies*, November, 1944. XXXV: 316-17.
- Schwarz, John, "The Use of Biography in Teaching the Social Studies." Edgar B. Wesley, editor, *The Historical Approach to Methods of Teaching the Social Studies. Fifth Yearbook of the National Council for the Social Studies*. Philadelphia: McKinley Publishing Co., 1935. Pp. 95-105.
- Scudi, Abbie Turner, "The Teaching of Local History in New York City." George I. Oeste, editor, *Teaching Local History in Today's World*. Volume 44, Part II. Annual Proceedings of the Middle States Council for the Social Studies. (Philadelphia, 1948.) Pp. 59-63.
- Sheppard, Gladys B., "Baltimore's Experience in Teaching Local History." George I. Oeste, editor, *Teaching Local History in Today's World*. Volume 44, Part II. Annual Proceedings of the Middle States Council for the Social Studies. (Philadelphia, 1948.) Pp. 25-27.
- Sherman, Edith V., "Students Attack Community Problems." *Social Education*, May, 1944. VIII: 213-15.
- Sloan, Gene H., "The 'Who' in American History." *Social Education*, December, 1941. V: 584-85. (Based on a Master's Essay at the George Peabody College for Teachers, 1939 — "A Study of Emphasis on Personages in American History.")
- Slosson, Edwin E., "A Strange Visitor at School." *The History Teachers Magazine*, February, 1914. V: 44-47.
- Smedley, Katherine, "Moral Forces in American History." *Social Education*, November, 1943. VII: 293-94.
- Smith, C. Alphonso, "State History in the Public Schools." *The History Teachers Magazine*, October, 1912. III: 176-78.
- The Social Studies Look Beyond the War: A Statement of Postwar Policy* prepared by an Advisory Commission of the National Council for the Social Studies. Washington, November, 1944. Pp. 40.
- Steinberg, Samuel, "Our Immortals in History Textbooks." *Social Education*: February, 1944. VIII: 62-64.
- Stevens, S. K., "Pennsylvania's Experiences with Local History in the Schools." George I. Oeste, editor, *Teaching Local History in Today's World*. Volume 44, II. Annual Proceedings of the Middle States Council for the Social Studies. (Philadelphia, 1948.) Pp. 31-36.
- *Some Pennsylvania Leaders*. Harrisburg, Pa.; Pennsylvania Historical Commission, 1942. Pp. 16.
- "State and Local History in Relation to National and International Affairs." George I. Oeste, editor, *Teaching Local History in Today's World*. Volume 44, Part II. Annual Proceedings of the Middle States Council for the Social Studies. (Philadelphia, 1948.) Pp. 11-15.
- untitled editorial, *American Heritage*, January-February, 1947. I: 3.
- Taylor, Katherine, "Historical Sources and the Teaching of Social Studies." *Social Education*, February, 1937. I: 116-17.

- Thompson, Eleanor W., "Some Suggestions for the Teaching of Local History: The Workbook Method." George I. Oeste, editor, *Teaching Local History in Today's World*. Volume 44, Part II. Annual *Proceedings* of the Middle States Council for the Social Studies. (Philadelphia, 1948.) Pp. 46-52.
- Tryon, R. M., "The Teaching of Local and State History." R. O. Hughes, editor, *Elements of the Social Studies Program*. Sixth Yearbook. (Washington: National Council for the Social Studies, 1936.) Pp. 132-43.
- Violette, E. M., "The Study of State History in the High Schools of Missouri." *The Historical Outlook*, January, 1923. XIV: 27-29.
- Virginia, Sister Mary, "The Study of Family History in a Minnesota College." *American Heritage*, April-May, 1947. I: 43-46.
- Wallace, Elizabeth, "The Pennsylvania Federation of Junior Historians." *Social Education*, April, 1945. IX: 161-64.
- Wesley, Edgar B., "Seven Steps to Knowing a Community." *American Heritage*, December, 1947. I: 100-102.
- "Teaching the Social Studies." Boston: Heath, 1942. Pp. xviii, 652.
-, and Mary A. Adams, *Teaching Social Studies in Elementary Schools*. Boston: Heath, 1946. Pp. xiv, 362.
- Wetterauer, Gertrude, "Classroom on Wheels," *New York Education*, December, 1948. Pp. 217-18.
- White, Elizabeth, "An Experiment in Teaching Local History." *The History Teachers Magazine*, September, 1913.
- Williams, L. A., *The Person-Consciousness of a Selected Group of High School Pupils*. (University of California Publications in Education, Volume 6, No. 2, pp. 85-138.) Berkeley, Cal.: University of California Press, 1931.
- Wilson, Florence H., "Biography and the Use of Biography." Richard S. Thursfield, editor, *The Study and Teaching of American History*. Seventeenth Yearbook. (Washington: National Council for the Social Studies, 1946.) Pp. 317-24.

The Source Method in Nebraska, 1891-1900

An Early Experiment in the In-Service Education of Teachers¹

ROBERT E. KEOHANE

The University of Chicago and Shimer College, Chicago, Illinois

Two sage warnings which Fling gave Nebraska teachers more than fifty years ago should be included in the advice given every beginning teacher today. First, he pointed out that teachers should not let the new method be disfigured by the old attitude that "led the teacher to accept everything found in the print, and which led her to feel that no questions should be asked unless she could answer them. . . . Remember that the pupils have a right to their opinions, but that these are worthless unless they rest upon the evidence." In the second place, Fling repeated the perennial warning against "giving too much material to the student. . . . The result of this over-crowding is that the major part of the time is

devoted to simply gathering material; no time is given for thought, for the analysis or the digestion of the material gathered. . . . Let the time be put first of all, then, on the material in the book, and until it has been thoroughly worked over, let no outside references be given."³⁸

The place of the narrative textbook in the application of the "source method," as expounded both by Mary Sheldon Barnes and by Fred M. Fling, has been seriously misunderstood.³⁹ Since the Sheldon-Barnes books were so edited to give organization and unity to their peculiar combination of primary sources and secondary materials, the only important use for a textbook of the kind then (and for long after) conventional would have been to repeat some important facts, to give some

¹Editor's Note: This is the second part of a two part article. The first part appeared in February.

additional information and organization, and occasionally—very occasionally in that day—to add some further interpretation. Quite understandably, Mary Sheldon Barnes had urged that any secondary works be read only after the work with the primary sources, in and out of class, had been completed. Fling's general position on the same issue was essentially identical. Both Fling and Caldwell recognized that the textbook had a place in secondary-school history instruction, but both agreed that that place was one subordinate to that of the book of primary sources. "*The pupils should use both. If they can have but one, it should be the book of sources.* [italics in the original]."⁴¹ Caldwell suggested that a "good narrative history should be at hand with which to compare the conclusions which have been reached in the class discussions and which we now find embodied in the little narratives prepared by the class. . . . Do not depend on the narrative text for practically all the work." And he added, "Errors may better creep into our work when we really *do* it for ourselves, than that it should be perfect, but without any *thought* on our part [italics in the original]."⁴²

Probably the best summary statement of the Nebraska form of the "source method" as it had been worked out by the summer of 1897 was set forth in the paper which Caldwell read at the meeting of the N.E.A. at Milwaukee that year. Caldwell suggested that there were three eras in the history of history-teaching. First came the period when the text was "swallowed whole," with "no digestion" taking place. This stage was followed by the library method in which several secondary works were read and compared. The third era was that of the "source method" which he described as follows: "In the source we are going to the thing itself, or at least as near to it as it is possible to get. We are using the secondary writing largely for a different purpose than formerly, viz., only to aid us in our work. . . . Whatever of value in the textbook and the lecture, whatever of good in the library, is to be retained. But we now seek at firsthand what before had come to the student filtered and diluted until there was little strength left in it." Then Caldwell posed the crucial problem. "The desirability of doing source work to some extent I deem to be beyond the point of discus-

sion. How much shall be done and how it shall be done are as yet open and debatable questions." He then sought to show that the Nebraska method of using primary sources contributed to the attainment of the major aims of history as a school subject.⁴³

In considering Caldwell's recommendations on the ways of using primary sources in school history, we must note two major assumptions which undergirded his argument. First, he took for granted that history would be a part of the work of every year in the high school, and, second, that there would be worked out a graded sequence in the use of primary sources from the upper elementary through the high school. For the former and for the early high-school years Caldwell recommended the method which he and Fling had used with the Sheldon-Barnes books—question-and-answer, notebooks, an unceasing demand by the teacher for proof of every assertion, outlining, and, finally, a short narrative written by the pupil. For the upper high-school years Caldwell suggested that it would be preferable to give pupils a document and ask them what was in it; here the mental processes were the same, but a more searching analysis might reasonably be expected.⁴⁴

Having spent a year in initiating the history teachers of Nebraska into the mysteries of the "source method," and having stated its theory and practice for a representative group of school people from the whole country, Fling and Caldwell were ready to turn their attention to the next most urgent problem, the improvement of the materials of classroom instruction. During the next three school years (1897-1900) they (and a colleague, Professor Guernsey Jones), edited three series of ten units each in European and United States history respectively, and Fling wrote his *Outline of Historical Method*.⁴⁵ Except for the third year, when the *North-Western Monthly* ceased publication, each of these works was published, first in the monthly, and later as a pamphlet; at the end of the school year the ten parts were reprinted, usually with the addition of a table of contents and a bibliography, and issued in book format. The *Studies in European History* for 1897-1898, edited by Fling, began with the Homeric Age and ended with Roman law and Justinian; five units were devoted to the

Greeks and five to the Romans. In quality of content this work was decidedly superior, in my opinion, to the pioneer efforts of Mary Sheldon Barnes more than a decade before.⁴⁶ Forced by the conditions of publication to organize the work into ten parts, Fling naturally sought to make each part a coherent unit in the larger synthesis, and, I think, succeeded very well indeed. The second volume, *Civilization during the Middle Ages*, was edited by Fling and Jones; its ten units were concerned chiefly with social, economic, and cultural institutions rather than with chronologically-organized narrative.⁴⁷ The third volume (1899-1900) which Fling, with some assistance from Mrs. Fling, edited, was *The French Revolution: The Revolutionary Spirit*.⁴⁸ During the school year 1898-1899 Fling epitomized what of historical method he thought important for high-school teachers; in 1899 these articles appeared in book form under the title, *Outline of Historical Method*.⁴⁹

Though less broadly cultural in scope than Fling's work, Caldwell's three volumes of primary source studies in the field of United States history seem to me superior in organization and in coverage of the usual school-history topics of the time. In the first ten studies (1897-1898) Caldwell surveyed the domestic political history of the United States through the Reconstruction period in eight parts, and ended the series with two large topical units devoted respectively to American foreign relations (mainly from 1775 to 1823), and to economic development.⁵⁰ The second volume (1898-1899), *Great American Legislators*, allowed each of ten leaders from Albert Gallatin through James G. Blaine to "give an account of himself" in his own words.⁵¹ The third book, *American Territorial Development*, opposed to Von Holst's emphasis upon slavery the view that the frontier and territorial development were central in United States history. The last unit of this work dealt with events and with a debate which were so recent as to be "current events," viz., the acquisition of Puerto Rico and the Philippines in a year when the disposition of the latter group of islands was a major political issue. This part of the book is naturally composed largely of extracts from recent speeches by Senators Hoar, Foraker, Lodge, Teller, and Beveridge,

and of quotations from President McKinley's messages and from the recent treaty with Spain.⁵²

Three characteristics of Caldwell's source studies deserve mention. First, Caldwell ascribed the failure of many teachers to accept the "source method" to the lack of suitable materials—a gap which these cheap monthly pamphlets, organized within a larger pattern, were intended to fill. Second, as a bow to the critics of the "Nebraska" version of the proper method of using primary sources, Caldwell admitted that such materials could profitably be used to illustrate the narrative history. But he reiterated his belief that the major educational value of such materials in the study of history consisted in the "mental training" which the student gained from reading for the main facts and interrelationships, and from the work of critical comparison which was necessary in order to answer searching questions on the material. Finally, almost fifty years ago, Caldwell raised a question which has troubled curriculum-makers in the social-studies field in recent years,—the problem of avoiding a monotonous repetition in high school of the elementary school course in United States history. Assuming that the student will have used a narrative textbook in the elementary school, Caldwell suggested that the use of primary source readings as the basic material of the high-school or the normal-school work would enable the student to avoid such an undesirable duplication of work as would otherwise be extremely likely to occur.⁵³

Thus in the 1890's a sincere and systematic attempt to revolutionize the teaching of history in the high schools of Nebraska was made. It took the form of making central educationally the development of the ability to apply those methods of thinking which are commonly grouped together as the "historical method." The materials offered pupils for study consisted chiefly of primary sources, supplemented with secondary materials largely written to make clear the relationships of the primary sources, and to provide additional relevant information and interpretation. Under the guidance of qualified teachers the pupils were expected to evaluate evidence, and to arrive at tentative interpretations of some develop-

ments of significant human institutions and of other aspects of human history. These findings they were to express in acceptable form, orally and in writing. Two professors of history at the University of Nebraska directed this state-wide effort in the in-service education of history teachers. A great deal of thought and effort and enthusiasm was poured into the project. In the end the experiment failed. Why?

To answer this question fully would mean another paper and more knowledge than I now have. But a few of the causes of failure may at least be tentatively suggested. Then and since the opponents of the extensive use of primary sources below the graduate level of history teaching have answered that the effort was bound to fail because it demanded too much of immature minds. The reply must be that that depends upon what is demanded and of whom, by whom, and under what circumstances. Several notable leaders in the historical field were guilty at the least of flagrant failure to pay attention to what the proponents were talking about and for "source method" substituted, in their own arguments, "graduate seminar." But the criticism does have a point. It did demand an interest and attention often not found even among students of the more selective secondary school of that day. And it required, for success, better-educated teachers than were common then. It made demands upon the time and strength of both teachers and pupils which, in many places—perhaps in most—were unreasonable, when one takes into account other competing claims, as one must.

But certain personal and seemingly "accidental" factors were also important. Fred Fling, great teacher that he was, had extremely high standards, which must have seemed impossible to more ordinary folk, nor was he noted for tact or great tolerance in the face of stupidity, ignorance, or opposition. More important, however, in all probability, was the fact that early in the academic year 1899-1900 Miller's *North-Western Monthly* ceased publication and the best written means of communication with the teachers of Nebraska was lost.

Finally, and perhaps most important was the fate of the Nebraska form of the "source method" in that high court of historical judgment, the American Historical Association. There Fling had presented the case for his

method, and it had been misrepresented, rejected, and explicitly condemned by the committee which was to have the greatest influence of any American committee on secondary-school history-teaching in this country, the Committee of Seven. How and why this Committee took this position and the debate which ensued has been discussed elsewhere.⁵⁴ Fling, and Caldwell to a lesser extent, continued to use their method and even to prepare additional materials for such use in secondary-school history, but the state-wide experiment came to an end. The work of Fling and his co-workers, however, left a tradition of the value of the use of primary sources to teach what we now often call "critical thinking," a tradition which was continued by outstanding teachers and which has been revived in our own time.⁵⁵

⁵⁴ *Ibid.*, pp. 69, 98-99. "If time is needed for reviews, this may be saved by cutting out portions of studies, or by omitting whole studies here and there, though historical continuity should not thus be destroyed.

⁵⁵ See Hilleman, *op. cit.*, p. 68.

⁴⁰ *Studies*, pp. 24, 98, 240. Mary Sheldon Barnes's attitude was a shade less favorable to the use of a narrative textbook. "If teachers *must* use it, then let them use it only after the real work is done," paraphrases her general attitude. Fling and Caldwell held that ideally the textbook should be used to check conclusions reached earlier on the basis of the study of the source book.

⁴¹ *Ibid.*, p. 24. "The narrative school history . . . can never take the place of the book of sources, nor can the book of sources take the place of the narrative."

⁴² *Ibid.*, p. 240.

⁴³ Howard W. Caldwell, "Source Method of Studying History in High Schools," *Journal of Proceedings and Addresses of the . . . N.E.A.* (Chicago: University of Chicago Press, 1897), pp. 671-76. In this report Caldwell listed what he designated as "three negative advantages" of the "source method" as follows: 1) avoidance of mere memory work, 2) and of passive receptivity on the part of pupils, and 3) the necessity for the teacher to work too! Positively he cited six advantages, namely: 1) accuracy and definiteness, 2) marked improvement in the form of pupils' written work (though he admits that this aspect may be over-emphasized), 3) greater pupil interest, 4) cultivation of the judgment, 5) arousing the spirit of research—establishing the idea that truth is found only by going to the source, and 6) a greater degree of broadmindedness, keener moral sentiments, and nobler ethical standards.

⁴⁴ *Ibid.*, pp. 674-76. A dissident view was injected into the ensuing discussion by Professor H. Morse Stephens, then of Cornell University, and a member of the Committee of Seven of the American Historical Association. Stephens remarked that he thought the source method impossible in secondary schools because of the lack of libraries and of trained teachers of history (*ibid.*, p. 677). Stephens's second point was certainly well taken, unless other University professors were to devote the time and attention which Fling and Caldwell were lavishing on the high schools of Nebraska. His remark about libraries indicated that he had not bothered to inform himself on the materials

and methods by which the advocates of the "source method" proposed to achieve their educational objectives. That reading of "graduate seminar work with primary sources" for "source method" was one of the semantic pitfalls of the whole movement so far as a number of influential historians and at least one economist were concerned.

⁴⁵ The word "unit" is here used deliberately. Almost every topic or chapter in each of Caldwell's three books, and most of those in the first two volumes of the European History studies (Fling and Jones) had the kind of coherence and unity which, in common practice, distinguished what in recent years has been called a "learning unit."

⁴⁶ This volume began with an introduction on historical method. The other units were as follows: 2) the Athenian constitution, 3) Spartan life, 4) Alexander's methods of warfare, 5) the Achaean League, 6) the Roman constitution, 7) Roman life of the First Punic War, 8) Roman life of the first Jugurthine period, 9) Roman life under the Empire. Cf. F. M. Fling, *Studies in European History: Grecian and Roman Civilization*. . . (Lincoln: J. H. Miller, 1898); also, *NWM*, VIII (September, 1897-June, 1898), Nos. 2-11.

⁴⁷ The "units" were as follows: 1) Christian and pagan, 2) Teutonic barbarians, 3) selections from the Koran, 4) chivalry and the mode of warfare, 5) feudalism, 6) monasticism, 7) Jews of Angevin England, 8) rise of cities, 9) trades of Paris, 10) medieval science. Fling appeared as editor, with an indication that the selections were made by Jones. Cf. *NWM*, IX (September, 1898-June, 1899), Nos. 1-10, and the separate publication in book form by J. H. Miller of Lincoln in 1899.

⁴⁸ Only part of this work was published in the *NWM*, as the last issue of that magazine which I have seen was that of December, 1899, when, I believe, it ceased publication. The "units" which appeared in it were the following: 1) absolutism in the Church—the Constitution, 2) struggle against absolutism in the Church, 3) the Church and the philosophers, 4) reform edicts—Turgot.

⁴⁹ Published first in the *NWM*, IX (September, 1898-June, 1899), Nos. 1-10; separately by J. H. Miller in 1899, with minor corrections. Fling discussed sources, bibliography, and auxiliary sciences, external and internal criticism, and synthetic operations, including philosophy of history, in a summary way; the book

totals about 100 pages. The next year he followed it, first with a notable review of the Report of the Committee of Seven and then, until publication ceased, with translations of portions of the writings of Charles Seignobos and Ernest Lavisse on the methods of teaching history [cf. *NWM*, X (September, 1899-December, 1899), pp. 1-4, (erroneously paged 459-62), 39-44, 81-85, 119-24].

⁵⁰ *NWM*, VIII (September, 1897-June, 1898), Nos. 2-11; later published as *Survey of American History* (Lincoln: J. H. Miller, 1900). The other units were as follows: 1) the founding of the colonies, 2) development of union among the colonies, 3) causes of the American Revolution, 4) steps in the formation of the United States Constitution, 5) interpretation of the Constitution, and nationality, 6) slavery in the United States, I, 7) slavery in the United States, II, 8) Civil War and Reconstruction.

⁵¹ *NWM*, IX (September, 1898-June, 1899), Nos. 1-10; later published by Miller in 1900 at Chicago as *Great American Legislators*. The other legislators were these: John Quincy Adams, Henry Clay, Daniel Webster, John C. Calhoun, Charles Sumner, Stephen A. Douglas, William H. Seward, and Salmon P. Chase. On the first page of each unit the "essential facts" of each man's life were given in a small box; the first page or two of text presented Caldwell's general interpretation of the legislator's place in our national history, and of his relationship historically to others previously studied. The rest of the unit consisted of extracts from the man's speeches and writings, with very brief editorial comments to tie the selections together.

⁵² The first four numbers were published in *NWM*, X (September-December, 1899), Nos. 1-4; later the whole work was brought out by Miller at Chicago in 1900 in book form. The units in this volume were as follows: 1) colonial claims, 2) first national boundaries, 3) the Northwest Territory, 4) acquisition of Louisiana, 5) purchase of Florida, 6) annexation of Texas, 7) California and New Mexico, 8) California and Oregon, 9) Alaska and Hawaii, 10) Puerto Rico and the Philippines.

⁵³ Howard W. Caldwell, *Survey of American History*. . . , pp. v-vi.

⁵⁴ See my article, "The Great Debate. . .," cited in footnote 10.

⁵⁵ See my article, "Using Primary Sources in Teaching History," *Journal of General Education*, IV (April, 1950), 213-20.

Colonial Kids Were Not Delinquents

ALLAN M. PITKANEN

Jacob A. Riis High School, Los Angeles, California

The diligence exemplified by Colonial children in the many menial and interesting tasks related to the opening of a new frontier kept them too occupied to find time for useless sporting and idling. The wiles of Satan could not find many idle hands to divert to his wickedness. Colonial youth was early sobered to the facts of a hard life and taught that idleness was for fools. This grim realization of a life and death struggle against the forces

of nature undoubtedly contributed to their precocity and seriousness, and gave them a quality seemingly lacking in many of our youth today.

Every minute of the day found the children of a pioneer household occupied with worthwhile, constructive activities. While tending sheep or cattle, for instance, it was a common sight to see them—boys and girls alike—busy with their hands, spinning, knitting, and

weaving. No minutes were to be wasted in dilly-dallying or in whatever might pass for Colonial jitterbugging or a like uselessness.

Even though the tasks imposed on children were not too arduous, the farmer's kids were kept on their toes throughout the year. They sowed various seeds by hand in the early spring; weeded the garden patches, walking barefooted among the tender plants, in the summer; for variety they hetchelled flax, combed wool, and always helped with the numerous tasks about the home. All this instilled in them a love of home, a feeling of unity with their parents, gave them a common endeavor with older folk, a training and purpose in life.

The girls, who did most of the domestic wool-spinning and weaving, began their apprenticeship spinning "the great wheel" as soon as they were physically able to stand on a foot stool to manage the wheel. They skeined the yarns on a clock reel, filled the "quills" with woolen yarns in weaving bedspreads, wound the white warp of spools, and set them on the scarne. It was not too unusual to find a six-year old girl spinning flax—and to any sensible observer, her tasks were not physically warping and in violation of children's rights for happiness! A diary of a twelve year old girl discloses this characteristic practicality when a finger injury disabled her from sewing: "It is now a nice opportunity if I do but improve it, to perfect myself in learning to spin flax."

A New England boy firmly believed that laziness was a major sin; there was no loafing about street corners for him. Early rising to do chores before school time was an unquestioned practice in all the Colonial towns. At school, which lasted most of the lighted day during the winter season, diligence in learning was stressed. Instead of expending his energies rather uselessly in childish sportings, he would rush home for a heated round of evening chores. His extra-curricular program could rightly be said to consist of these "sports": bringing in fuel for the next day's burning, cutting potatoes for the sheep, feeding the swine, watering the horses, picking berries, gathering vegetables, spooling yarn. His Spartan-like elders expected him never to lack work-enthusiasm and to be slow in tiring; and,

surprising as it may appear to modern observers who entertain a rather jaundiced view of the serious practicality of our younger generation, the Colonial kid prided himself on his work-ability. And with a reason, for such real-life duties as cider-making, potash or soap boiling, sawing down trees and making lumber and fuel, usually brought him in active contact with men and other youth. His business training was often started by his making and selling of birch splinter brooms—for six pence each—and in those days, a good monetary reward. Gathering nuts and tying onions were considered poorly-paying and less pleasing "pastimes." Picking a good crop of wild cherries, or choke-cherries, at a dollar a bushel was most lucrative, even though to be eligible to get a good swig of such delicious cherry rum or bounce made therefrom would have been ample reward for the effort involved.

The care of silk-worms was specially suited as work for youngsters. Two boys, "if their hands be not sleeping in their pockets," could care for six ounces of seed from hatching till within fourteen days of spinning when more experienced workers took over the feeding, cleansing, airing, drying, and perfuming operations. Mulberry trees were planted everywhere and purposely kept low like hedges so children could pick the leaves without too much stretching. A ten-year-old could gather seventy-five pounds of mulberry leaves in a day and would earn ten cents a bushel! And many an enterprising boy, putting forth extra effort, would pick three bushels a day, which most juveniles today would consider quite a dreary chore!

The first warm breath of spring ended the "easy-going" winter sports, such as the shoveling of paths, hauling in the logs for the fireplace, making cloth, cracking nuts, popping corn, enlivened by story-telling days and evenings. The hard job of maple-sugar making was truly welcomed by both men and boys for it brought them out of their stuffy homes into the open again. It meant several nights spent in sugar camps in the woods, a-gypsying, with the air clear but mild enough to make sap run, patches of snow shining in the moonlight, stories, tall and hair-raising ones at that, told by whiskered old-timers around flaming campfires.

(Continued on page 123)

T21. The Expanding, Prospering Economy After the War Between the States

STUDY OUTLINE

1. Economic Changes and Expansion
 - a. War and high tariffs as business stimulants
 - b. Development of natural resources and business expansion
 - 1) Expanding coal and iron production
 - 2) New silver mines and mounting output
 - 3) Production of copper, lead, and other metals and minerals; mines of the West
 - 4) Petroleum and the fast-growing oil industry; rise of the gas industry
 - 5) Power development
 - 6) Fisheries
 - c. Rapid westward settlement and the extension of agriculture
 - 1) Fostered by the Homestead Law, new railroad lines, the drastic solution of the Indian problem, and immigration
 - 2) Cattle and sheep raising; cotton, corn, and wheat; fruit growing; lumbering
 - 3) Farm aids: multiplication of machinery and tools; wire fencing, windmills, and irrigation; canning and refrigeration
 - 4) Farming difficulties: freights and marketing; varied reasons why prices tended to sag; the loneliness; spread and uses of the Granges and the Alliances
 - 5) New states: the Dakotas, Montana, Washington, Idaho, Wyoming
 - d. Growth in foreign trade
2. Period of Greatest Railroad Growth
 - a. Extension of eastern lines; new western lines—the trans-continental lines; why new lines often unprofitable
 - b. Financing the railroads; government aid—federal, state
 - c. Railroad abuses: dishonest and excessive financing; securing desired legislation and other government privileges and favors; controlling government officials; discriminations in rates and other charges; trends toward monopoly
 - d. Mounting public distrust and demand for regulation by government; reasons for acute Western bitterness; state regulatory laws
3. Advances and Changes in American Life: reflected in the Centennial Exposition of 1876 and the World's Fair of 1893; notable inventions and inventors; growing influence of the industrial centers and the agrarian West
4. Panics of 1873 and 1893: causes of each; extent of business declines and depressions; consequences. The period, c. 1865-1900, as one of remarkable prosperity, on the whole

AIDS TO LEARNING

AUDIO-VISUAL

- Sons of the Plains (19 min., color); Communications Westward (30 min.); Servant of Mankind (9 min.; Edison) (16 mm. sound films). Teaching Film Custodians
- Life of Thomas A. Edison (16 mm. sound film; 11 min.). General Electric Company, Distribution Section, Advertising and Sales Promotion, 1 River Road, Schenectady 5, N. Y.
- Song of the Pioneer; Clear Track Ahead (16 mm. sound films; 25 min. each). Modern Talking Pictures Service, Inc., 10 Rockefeller Plaza, New York 20
- Big Trains Rolling—Story of American Railroad (16 mm. sound film, color; 25 min.). Carl W. Dudley Productions, 501 Madison Avenue, New York 22
- A Pioneer Home (16 mm. sound film; 10 min.). Coronet Instructional Films

The Cowboy (16 mm. sound film, color; 11 min.). Arthur Barr Productions, 1265 Bresee Avenue, Pasadena 7, Calif.

Story of Alexander Graham Bell (105 min.); Pioneers of the Plains; Cattle Drive; Northwestern States; Southwestern States; Far Western States; Western Movement (11 min. each) (16 mm. sound films, also in filmstrips). Encyclopedia Britannica Films

Coming of the Machine; Transportation; From Foreign Lands; Pioneers to the Pacific (filmstrips). Informative Classroom Picture Publishers

Wells Fargo; General Custer; Western Union; The Iron Horse; Alexander Graham Bell; Young Tom Edison; Edison the Man (filmstrips). Pictorial Events

Changes in American Life (filmstrip). Society for Visual Education

HISTORIES

J. S. Bassett, *Expansion and Reform* (Epochs of American History)

W. A. Dunning, *Reconstruction, Political and Economic*; G. P. Garrison, *Westward Extension*; E. E. Sparks, *National Development* (The American Nation, vols. 17, 22, 23)

C. R. Fish, *The Path of Empire*; E. Hough, *The Passing of the Frontier*; J. Moody, *The Railroad Builders*; S. P. Orth, *Our Foreigners*; H. Thompson, *The Age of Invention and The New South* (The Chronicles of America, vols. 26, 35, 37, 38, 42, 46)

R. G. Gabriel, *Toilers of Land and Sea*; M. Kier, *The March of Commerce* (The Pageant of America, vols. 3, 4)

P. L. Haworth, *Reconstruction and Union* (Home University Library)

A. Nevins, *The Emergence of Modern America* (A History of American Life, vol. 8)

F. L. Paxson, *The New Nation* (Riverside History of the U. S.)

S. Burt, *Powder River*; C. B. Davis, *The Arkansas*; A. B. Fisher, *The Salinas*; D. L. Morgan, *The Humboldt*; S. Vestal, *The Missouri*; F. Waters, *The Colorado* (Rivers of America Series)

J. T. Adams, *Album of American History*, III, IV; E. B. Andrews, *The United States in Our Own Time*; C. A. & M. R. Beard, *The Rise of American Civilization*; R. A. Billington & J. B. Hedges, *Westward Expansion*; R. Butterfield, *The American Past*; D. E. Clark, *The West in American History*; C. A. Collman, *Our Mysterious Panics*; M. B. Davidson, *Life in America*; E. N. Dick, *The Sod-House Frontier*; F. R. Dulles, *America Learns to Play*; C. B. Glasscock, *Gold in Them Hills*; S. H. Holbrook, *Lost Men of American History and The Story of American Railroads*; R. S. Holland, *Historic Railroads*; W. James, *American Cowboy*; W. C. Langdon, *Everyday Things in American Life*; E. J. Leonard, *Call of the Western Prairies*; L. McCombe & J. Bryson, *The Cowboy*; E. A. Mills, *The Spell of the Rockies*; A. Nathan, *The Building of the First Transcontinental Railroad*; F. L. Paxson, *History of the American Frontier*; J. F. Rhodes, *History of the U. S.*, VI, VIII; C. Richter, *Early Americana*; R. E. Riegel, *America Moves West*; A. Rogers & F. L. Allen, *The American Procession*; A. H. Sanford, *The Story of Agriculture in the U. S.*; M. F. Schmitt & D. Brown, *Fighting Indians of the West*; E. E. Sparks, *Expansion of the American People*; J. Stevens, *Paul Bunyan*; A. Train, Jr., *The Story of Everyday Things*; T. W. Van Metre, *Trains, Tracks, and Travel*; W. P. Webb, *The Great Plains*; P. I. Wellman, *Story of the Cattle Range in America*; A. J. Youngson Brown, *The American Economy, 1860-1940*

¹ This is the twenty-first of a series of History Topics for American History prepared by Morris Wolf, Girard College, Philadelphia, Pa.

McKinley's Geographical and Historical Outline Maps. No. 175c. United States (physical features and State boundaries).



Copyright, The McKinley Publishing Co., Philadelphia, Pa.

MAP STUDY FOR TOPIC T21: OUR NATION'S MAJOR PHYSICAL RESOURCES

1. Print, in the appropriate regions, the names of our nation's principal metals and minerals, fuels, forest products, fruits and grains and other leading crops. 2. Indicate the grazing lands. 3. Draw in and name the main routes used to cross the West.

Biographies: Col. W. F. Cody, *Adventures of Buffalo Bill*; D. S. Garst, *The Story of Buffalo Bill*; G. Hes, *Leading American Inventors*; B. Jaffe, *Men of Science in America*; W. H. Meadowcroft, *The Boys' Life of Edison*; B. T. Washington, *Up from Slavery*

ATLASES

Harper's Atlas of American History; C. L. & E. H. Lord, *Historical Atlas of the U. S.*; C. O. Paullin, *Atlas of the . . . U. S.*, Plates 35-37, 58, 64, 65, 70-72, 78-80, 138-140; The U. S. Geo-historic Map Slides, III ("Civil War to Present"), Instructional Films, 1150 Wilmette Avenue, Wilmette, Ill.

STORIES

A. Adams, *The Log of a Cowboy*; B. S. Aldrich, *A Lantern in Her Hand*; Mrs. L. A. Armer, *Waterless Mountains*; M. L. Becker, *Golden Tales of the Prairie States*; A. Binns, *You Rolling River*; W. Cather, *My Antonia* and *O! Pioneers*; W. Clum, *Apache Agent*; H. G. Evarts, *Tumbleweeds*; E. Ferber, *Cimarron*; H. Garland, *A Son of the Middle Border* and *A Daughter of the Middle Border*; B. Harte, *The Luck of Roaring Camp*; W. & M. Havighurst, *Song of the Pines*; R. L. Hoberg, *Not So Long Ago*; E. W. Howe, *The Story of a Country Town*; J. E. Lundy, *Tide-water Valley*; V. Oaks, *Footprints of the Dragon*;

L. C. Pritchett, *The Shining Mountains*; O. Rolvaag, *Giants in the Earth*; G. Rounds, *Pay Dirt*; R. A. Summers, *Battle of the Sierras* and *Conquerors of the River*; M. Twain, *Life on the Mississippi* and *Roughing It*; Mrs. L. I. Wilder, *By the Shores of Silver Lake* and *Little House in the Big Woods*; G. F. Willison, *Here They Dug for Gold*; O. Wister, *The Virginian*

SOURCES

H. S. Commager, *Documents of American History*, 287, 302, 304, 306, 307, 314, 323, 324; H. S. Commager & A. Nevins, *The Heritage of America*, 191-200, 202; S. E. Forman, *Sidelights on Our . . . History*, pp. 77-104, 352-359; A. B. Hart, *American History Told by Contemporaries*, IV, nos. 162, 163, 204, 207, 209; D. S. Muzzey, *Readings in American History*, 105; Veterans of Foreign Wars, *America*, IX ("Reconstruction"); I. F. Woestemeyer, *The Westward Movement*, nos. 10-12, 15-19

GOVERNMENT ENCOURAGEMENT OF DEVELOPMENT OF THE WEST

The policy adopted by the United States government in its distribution of public lands has been of far-

HO FOR THE YELLOW STONE AND THE GOLD MINES OF IDAHO!



A NEW AND VERY LIGHT DRAUGHT STEAMER WILL LEAVE

SAINT LOUIS FOR BIGHORN CITY!
THE JUNCTION OF BIGHORN AND YELLOW STONE RIVERS,
SATURDAY, APRIL 20, AT 12 O'CLOCK M.

Parties taking this route save 400 miles river transportation and over 100 miles land transportation. Bighorn City being by a good wagon road from Virginia City 200 and from Bannack City 205 miles.

I WILL ALSO SEND TWO LIGHT DRAUGHT SIDE-WHEEL STEAMERS

TO FORT BENTON

One leaving at the same time, and the second about fifteen days later. I am prepared to contract for Freight and Passage either to Bighorn City or Fort Benton. I refer to W. R. STEWART and A. W. HILL, Virginia City, or to W. WANDERLICK, Bannack City.

For Freight or Passage apply to **JOHN G. COPELIN,**

1

(See JOHN G. COPELIN & CO. N. L. L., B.

No. 1. This poster, issued in the days of the Idaho gold fever (1863), shows the manner of reaching the gold diggings. How did this route shorten the journey? From F. L. Paxson's *Last American Frontier*, by permission of The Macmillan Company.
No. 2. This interesting appeal forms the dedicatory page of a pamphlet entitled "Minnesota the Empire State of the New North-West," published in 1878, by the Board of Immigration for the State. What do you think of its democratic sentiments and of the way they are expressed?

TO LABORING MEN,
WHO EARN A LIVELIHOOD BY HONEST TOIL;

TO LANDLESS MEN,
WHO ASPIRE TO THAT DIGNITY AND INDEPENDENCE WHICH
COMES FROM POSSESSION IN GOD'S FREE EARTH;

TO ALL MEN,

OF MODERATE MEANS, AND MEN OF WEALTH, WHO WILL ACCEPT
HOMES IN A BEAUTIFUL AND PROSPEROUS COUNTRY, THIS
PAMPHLET, WITH ITS INFORMATION AND COUNSEL,
IS RESPECTFULLY OFFERED BY DIRECTION
OF THE GOVERNOR AND BOARD OF
IMMIGRATION OF THE STATE
OF MINNESOTA.

THE BENEFITS OF IMMIGRATION ARE RECIPROCAL.
IF IT IS WELL TO EXCHANGE THE TYRANNIES AND THANKLESS TOIL
OF THE OLD WORLD, FOR THE FREEDOM AND INDEPENDENCE OF
THE NEW, AND TO GIVE THE OVERCROWDED AVOCATIONS
OF THE EAST A CHANCE TO VENT THEMSELVES UPON
THE LIMITLESS AND FERTILE PRAIRIES OF THE
NEW NORTH WEST, IT IS ALSO WELL FOR
THE HAND OF LABOR TO BRING FORTH
THE RICH TREASURES HID IN
THE BOSOM OF THE
NEW EARTH.

THE WEALTH OF MINNESOTA CONSISTS NOT IN HER FERTILE PRAIRIES AND
MIGHTY FORESTS, HER BROAD RIVERS AND THOUSAND LAKES, BUT
IN THOSE PRODUCTS WHICH FILL THE BARN WITH
PLENTY, AND QUICKEN THE ENERGIES OF
TRADE AND COMMERCE.

2

reaching consequence in the up-building of the nation. That policy was marked by a democratic spirit of liberality and impartiality unknown in other countries. Copied in some of its elements from the land systems of the colonies, particularly New England, it was developed into a great national means for advancing popular well-being; and its features have since been incorporated into the land systems of other new countries, like Canada and Australia. Likewise the up-building of the nation was greatly encouraged by the policy of giving public lands to private ventures in the costly railroad construction across the country.

THE HOMESTEAD ACT, MAY 20, 1862

Chap. LXXV.—An Act to secure Homesteads to actual Settlers on the Public Domain.

[*Be it enacted, etc.,*] that any person who is the head of a family, or who has arrived at the age of twenty-one years, and is a citizen of the United States, or who shall have filed his declaration of intention to become such, as required by the naturalization laws of the United States, and who has never borne arms against the United States Government or given aid and comfort to its enemies, shall, from and after the first [day of] January, eighteen hundred and sixty-three, be entitled to enter one quarter section (160 acres) or a less quantity of unappropriated public lands, upon which said persons may have filed a pre-emption claim, or which may, at the time the application is made, be subject to pre-emption at one dollar and twenty-five cents, or less, per acre; or eighty acres or less of such unappropriated lands, at two dollars and fifty cents per acre, to be located in a body, in conformity to the legal subdivisions of the public lands, and after the same shall have been surveyed: *Provided*, That any person owning and residing on land may, under the provisions of this act, enter other land lying contiguous to his or her said land, which shall not, with the land so already owned and occupied, exceed in the aggregate one hundred and sixty acres.

SEC. 2. *And be it further enacted*, That the person applying for the benefit of this act shall, upon application to the register of the land office in which he or she is about to make such entry, make affidavit before the said register or receiver that he or she is the head of a family, or is twenty-one years or more of age, or shall have performed service in the army or navy of the United States, and that he has never borne arms against the Government of the United States or given aid and comfort to its enemies, and that such application is made for his or her exclusive use and benefit, and that said entry is made for the purpose of actual settlement and cultivation, and not either directly or indirectly for the use or benefit of any other person or persons whomsoever; and upon filing the said affidavit with the register or receiver, and on payment of ten dollars, he or she shall thereupon be permitted to enter the quantity of land specified: *Provided, however*, That no certificate shall be given or patent issued therefor until the expiration of five years from the date of such entry; and if, at the expiration of such time, or at any time within two years thereafter, the person making such entry; or, if he be dead, his widow; or in case of her death, his heirs or devisee; or in case of a widow making such entry, her heirs or devisee in case of her death; shall prove by two credible witnesses that he, she, or they have resided upon or cultivated the same for the term of five years immediately succeeding the time of filing the affidavit aforesaid, and shall make affidavit that no part of said land has been alienated, and that he has born true allegiance to the Government of the United States; then, in such case, he, she, or they, if at that time a citizen of the United States, shall be entitled to a patent, as in other cases provided for by law: *And provided, further*, That in case of the death of both father and mother, leaving an infant child, or children, under twenty-one years of age, the right and fee shall enure to the benefit of said infant

child or children; and the executor, administrator, or guardian may, at any time within two years after the death of the surviving parent, and in accordance with the laws of the State in which such children for the time being have their domicile, sell said land for the benefit of said infants, but for no other purpose; and the purchaser shall acquire the absolute title by the purchase, and be entitled to a patent from the United States, on payment of the office fees and sum of money herein specified.

SEC. 4. *And be it further enacted*, That no lands acquired under the provisions of this act shall in any event become liable to the satisfaction of any debt or debts contracted prior to the issuing of the patent therefor. . . .

SEC. 6. *And be it further enacted*, That no individual shall be permitted to acquire title to more than one quarter section under the provisions of this Act; . . . *Provided, further*, That no person who has served, or may hereafter serve, for a period of not less than fourteen days in the army or navy of the United States, either regular or volunteer, under the laws thereof, during the existence of an actual war, domestic or foreign, shall be deprived of the benefits of this act on account of not having attained the age of twenty-one years. . . .—*U. S. Statutes at Large*, Vol. XII, pp. 392-393.

RAILROAD TO THE PACIFIC

An Act to aid in the Construction of a Railroad and Telegraph Line from the Missouri River to the Pacific Ocean. . . .

SEC. 2. *And be it further enacted*, That the right of way through the public lands be, and the same is hereby, granted to said company for the construction of said railroad and telegraph line; and the right, power, and authority is hereby given to said company to take from the public lands adjacent to the line of said road, earth, stone, timber, and other materials for the construction thereof; said right of way is granted to said railroad to the extent of two hundred feet in width on each side of said railroad where it may pass over the public lands. . . . The United States shall extinguish as rapidly as may be the Indian titles to all lands falling under the operation of this act and required for the said right of way grants hereinafter made.

SEC. 3. *And be it further enacted*, That there shall be, and is hereby, granted to the said company, for the purpose of aiding in the construction of said railroad and telegraph line, and to secure the safe and speedy transportation of the mails, troops, munitions of war, and public stores thereon, every alternate section of public land, designated by odd numbers, to the amount of five alternate sections per mile on each side of said railroad, on the line thereof, and within the limits of ten miles on each side of said road, not sold, reserved, or otherwise disposed of by the United States, and to which a preemption or homestead claim may not have attached, at the time the line of said road is definitely fixed: *Provided*, That all mineral lands shall be excepted from the operation of this act; but where the same shall contain timber the timber thereon is hereby granted to said company. And all such lands, so granted by this section, which shall not be sold or disposed of by said company within three years after the entire road shall have been completed, shall be subject to settlement and pre-emption, like other lands, at a price not exceeding one dollar and twenty-five cents per acre, to be paid to said company. . . .—*U. S. Statutes at Large*, XII, 491-492 (act of July 1, 1862).

What were the several attractions in these laws, to settlers and railroad builders? On what grounds would you argue that Congress in 1862 was (or was not) justified in thus disposing of the riches of the public domain?

(Continued from page 118)

"Beating the bounds"—walking around the boundary-lines of tracts of land, noting the lines and surveyors' markings—brought out strange but sturdy practices on boys. A 1660 diary tells that boys, accompanying the men-folk, would be smartly whipped at certain important landmarks to impress upon their memories the location of these "bounds," in case the markings disappeared in the future. And the boys took it all as a form of discipline, an initiation into the serious affairs of business and ownership.

Contrary to the modern conception of hunting and fishing, such sport, because it was practiced strictly for food-getting purposes, was commonly considered a chore. Often it was a case of "bringing home the bacon" or going hungry. Bagging one's deer or catching that five-pounder was part of the day's job.

To guard the sheep flocks from the many prowling wolf packs, men and boys would go on wolf-routs or drives. Armed with guns they would circle a large tract of forest and gradually tighten that circle. Wolves, scenting their enemies from afar, would retreat to the center of the trap, and, as the hunters closed in, a mass murder of wolves would take place. Squirrels and rabbits were also hunted this way, and the meat obtained from this "sport" would be equally divided among the needy hunters.

The closest that hunting came to sport was during the annual shooting match in which every living wild creature was a target. Fitting communal honors and a prize were awarded to the sharpshooter bringing in most birds' heads and animals' tails. This carnage led to a mass destruction of birds who usually were the common victims and in time was discontinued for more humane pleasurable activities.

Generally, however, game was plentiful in most areas during those Colonial days. In 1725 twenty bears were killed within two miles of the center of Boston, the metropolis of the New World! In Virginia every youth went deer-hunting and profited, especially, from the bounties offered for bagging the "vermin"—raccoons, foxes, opossums. These boys, prowling about the forests during their hunting-chores, knowing they could not waste bullets, learned "to prate" for pigeons, to imitate

various animal calls to lure the creature within gunshot—a typical Indian style of hunting, and doubtlessly, highly intriguing.

All along the Atlantic seacoast, fishing was the common industry. John Smith, the Virginia pioneer, wrote: "Young boyes, girles, salvages or any others, bee they never such idlers, may turne, carry, and returne fish without shame, or either greate paine: he is very idle that is past twelve years of age and cannot doe so much; and she is very old that cannot spin a thread to catch them."

But this adventure was not enough for the Colonial young man. Lured by the adventure of travel and the thrills of danger, boys flocked to the sea; they often ran away to ships and sailing from what they then considered a dull existence on the homestead or in the little town, even though, now, many a city youth, lolling along treeless, dusty, smoky, street pavements, would give his all to have the natural life his early predecessor had.

Perhaps one reason why our delinquent youth has turned to unconventional behavior is because he had found no suitable excitement in his environment to wear off, constructively, his bubbling energies; many a frustrated city-youth dreams of the Wild West of yesterday, the outdoor life, as an escape from his dull, tedious, machine-like and seemingly purposeless existence; at least, it would be fun—for a while anyway, he thinks—to do these things that were the daily lot of Colonial youth. And whether fun or otherwise, the Colonial boy and girl, with much work to do, made it fun, and, consequently, did not become delinquent.

FROM THE BOUND FILES

"It is clear enough what we have to expect in the next two or three years if the war continues and the colleges are left each to do the best that it can for itself . . . The entrance requirements will be less rigidly enforced, free rooms will be offered in empty dormitories, college fees will be cut, the college year will be shortened, degrees will be offered in three years instead of four . . . more money will be spent on advertising and promotion."—Dr. John H. McCracken (Hist. Teachers Mag., Feb., 1918)

A Bibliographical Guide to the Study of History

With Selected References for Historical Research

RICHARD H. BAUER

University of Maryland, College Park, Maryland

G. History and Religion

Butterfield, Herbert, *Christianity and History* (New York: Charles Scribner's Sons, 1950).

Case, Shirley J., *The Christian Philosophy of History* (Chicago: The University of Chicago Press, 1943).

Eddy, Sherwood, *God in History* (New York: Association Press, 1947).

Guilday, P. ed., *The Catholic Philosophy of History*, with an introduction by Ross J. S. Hoffman (New York: P. J. Kennedy & Sons, 1936).

Lowith, Karl, *Meaning in History* (Chicago: The University of Chicago Press, 1949).

Mathews, Shailer, *The Spiritual Interpretation of History* (Cambridge: Harvard University Press, 1927).

Niebuhr, Reinhold, *Faith and History* (New York: Charles Scribner's Sons, 1949).

Powicke, F. M., *History, Freedom, and Religion* (London: Oxford University Press, 1940).

Rust, Eric Charles, *The Christian Understanding of History* (London: Lutterworth, 1947).

H. History of History

1. General

Barnes, Harry E., *A History of Historical Writing* (Norman: University of Oklahoma Press, 1937).

Bowman, Francis J., *A Handbook of Historians and History Writing* (Dubuque: Wm. C. Brown Company, 1951). A very convenient and helpful guide.

Shotwell, James T., *The History of History* (New York: Columbia University Press, 1929).

Thompson, James W., *A History of Historical Writing*, with the collaboration of

Bernard J. Holm (New York: The Macmillan Company, 1942). 2 vols.

2. Ancient Times

Abbott, George F., *Thucydides, a Study in Historical Reality* (London: G. Routledge & Sons, Ltd., 1925).

Bury, J. B., *The Ancient Greek Historians* (New York: The Macmillan Company, 1909).

Duff, John W., *A Literary History of Rome from the Origins to the Close of the Golden Age* (London: E. Benn, 1936). See sections on Roman historians.

Finley, J. H., *Thucydides* (Cambridge: Harvard University Press, 1942).

Glover, T. R., *Herodotus* (Berkeley: University of California Press, 1924).

Grundy, G. B., *Thucydides and the History of His Age* (London: J. Murray, 1911).

Jacoby, Felix, *Atthis, the Local Chronicles of Ancient Athens* (Oxford: The Clarendon Press, 1949).

Laistner, M. L. W., *The Greater Roman Historians* (Berkeley: University of California Press, 1947).

Mackail, J. W., *Latin Literature* (New York: Charles Scribner's Sons, 1927). See sections on Roman historians.

Pearson, L., *The Local Historians of Attica* (Philadelphia: The American Philosophical Association, 1942).

Pearson, L., *Early Ionian Historians* (Oxford: The Clarendon Press, 1939).

Toynbee, Arnold J., *Greek Historical Thought from Homer to the Age of Heraclius* (New York: E. P. Dutton & Sons, 1924).

Wells, Joseph, *Studies in Herodotus* (Oxford: B. Blackwell, 1923).

3. England

Ausubel, Herman, Brebner, J. Bartlett, and Hunt, Erling, editors, *Some Modern His-*

Editor's Note: This is the second part in the series of articles.

- torians of Britain*. Essays in honor of R. L. Schuyler (New York: Dryden Press, 1951). Contains essays on John Lingard, Henry Hallam, Thomas Carlyle, James A. Froude, Sir Henry Maine, Goldwin Smith, Samuel R. Gardiner, Sir Leslie Stephen, W. E. H. Lecky, Lord Morley, Sir George O. Trevelyan, George Buton Adams, Sir Charles Firth, Charles McLean Andrews, Elie Halévy, Sir William Holdsworth, George Louis Beer, A. P. Newton, Winston S. Churchill, R. W. Tawney, L. B. Namier, Eileen Power.
- Butterfield, Herbert, *Lord Acton* (London: G. Philip, 1949).
- Fisher, Herbert A. L., *The Whig Historians* (London: H. Milford, 1928).
- Peardon, Thomas P., *The Transition in English Historical Writing, 1760-1830* (New York: Columbia University Press, 1933).
- Ward, A. W., and Waller, A. R., editors, *The Cambridge History of English Literature* (Cambridge: University Press, 1907-1933). 14 vols. and 1 index vol. Very good for English annalists and chroniclers.
4. France
Halphen, Louis, *L'histoire en France depuis cent ans* (Paris: A. Colin, 1914).
5. Germany
Below, Georg von, *Die deutsche Geschichtsschreibung von den Befreiungskriegen bis zu unsern Tagen* (Munich: R. Oldenbourg, 1924). Very good on modern Germany.
Fisher, H. A. L., "Modern German Historians" in his *Studies in History and Politics* (Oxford: Clarendon Press, 1920).
- Guilland, Antoine, *Modern Germany and Her Historians* (London: Jarrold & Sons, 1915).
- Schnabel, Franz, *Deutschlands geschichtliche Quellen und Darstellungen der Neuzeit*. I. *Das Zeitalter der Reformation* (Berlin: B. G. Teubner, 1931).
- Srbik, Heinrich Ritter von, *Geist und Geschichte vom deutschen Humanismus bis zur Gegenwart* (Salzburg: Otto Müller Verlag, 1950). Vol. I. A distinguished Austrian historian surveys German historiography. Considerable emphasis is placed on Ranke. Vol. II will deal with intellectual history and historicism.
- Von Laue, Theodore H., *Leopold Ranke: The Formative Years* (Princeton: University Press, 1950).
- Wegele, Franz von, *Geschichte der deutschen Historiographie seit dem Auftreten des Humanismus* (Munich: R. Oldenbourg, 1885).
6. Italy
Croce, B., *Storia della storiographie italiana del secolo decimonono* (Second edition. Bari: G. Laterza, 1930). 2 vols.
7. Latin America
Wilgus, A. C., *Histories and Historians of Hispanic-America* (New York: H. W. Wilson Publishing Co., 1942).
8. Russia
Mazour, Anatole G., *An Outline of Modern Russian Historiography* (Berkeley: University of California Press, 1939).
9. Switzerland
Guilland, A., *Les études historiques en Suisse* (Paris: L. Cerf, 1913).
10. United States
Adams, Herbert Baxter, *Historical Scholarship in the United States, 1876-1901*, as revealed in the correspondence of Herbert Baxter Adams. Edited by W. Stull Holt (Baltimore: The Johns Hopkins University Press, 1938).
- Ausubel, Herman, *Historians and Their Craft: A Study of the Presidential Addresses of the American Historical Association* (New York: Columbia University Press, 1950). A noteworthy analysis of American historical thinking and writing.
- Bassett, James S., "The Present State of History Writing" in Jusserand, J. J., and others, *The Writing of History* (New York: Charles Scribner's Sons, 1926).
- Bassett, James S., *The Middle Group of American Historians* (New York: The Macmillan Co., 1917).
- Goldman, Eric F., editor, *Historiography and Urbanization*. Essays in American history in honor of W. Stull Holt (Baltimore: The Johns Hopkins University Press, 1941).
- Higby, Chester P., *Present Status of Modern European History in the United States*

- (Chapel Hill: University of North Carolina Press, 1926).
- Hutchinson, William T., ed., *The Marcus W. Jernegan Essays in American Historiography* (Chicago: University of Chicago Press, 1937).
- Jameson, John F., *The History of Historical Writing in America* (Boston: Houghton, Mifflin Co., 1891).
- Kraus, Michael, *A History of American History* (New York: Farrar & Rinehart, 1937).
- Trent, William B., and others, editors, *The Cambridge History of American Literature* (Cambridge: University Press, 1927). 4 vols. Has several chapters on the historians of the United States.
11. Miscellaneous
- Black, John B., *The Art of History: A Study of Four Great Historians of the Eighteenth Century* (London: Methuen & Co., 1926). An evaluation of Voltaire, Robertson, Hume, and Gibbon.
- Brinton, Crane, *A Decade of Revolution* (New York: Harper & Brothers, 1934). Has a very extensive bibliography and critical analysis of the historians of the French Revolution. See pages 293-302.
- Fueter, Eduard, *Geschichte der neueren Historiographie* (Third edition. Munich: R. Oldenbourg, 1936). There is also a French edition of this important book, translated by Emile Jeanmarire, under the title of *Histoire de l'historiographie moderne* (Paris: F. Alcan, 1914).
- Gooch, George P., "The Study of the French Revolution" in his *Studies in Modern History* (New York: Longmans, Green & Co., 1931).
- Gooch, George P., *History and Historians of the Nineteenth Century* (London: Longmans, Green & Co., 1928). Reprinted by Peter Smith, New York.
- Gooch, George P., *Recent Revelations of European Diplomacy* (Fourth rev. edition. London: Longmans, Green & Co., 1940). Contains an analysis of recent historians on modern diplomatic history.
- Gottschalk, Louis R., "The French Revolution: Conspiracy or Circumstance" in *Persecution and Liberty: Essays in Honor of George Lincoln Burr* (New York: The Century Co., 1931). Critical evaluation of historians of the French Revolution.
- Malin, James C., *Essays on Historiography* (Lawrence: J. C. Malin, 1946).
- Ritter, Moriz, *Die Entwicklung der Geschichtswissenschaft an den führenden Werken betrachtet* (Munich: R. Oldenbourg, 1919).
- Schmitt, Bernadotte, Editor, *Some Historians of Modern Europe* (Chicago: University of Chicago Press, 1942). Contains essays on Rafael Altamira, Sir William Ashley, Alphonse Aulard, Benedetto Croce, Hans Delbrück, Sir Charles Firth, Elie Halévy, Gabriel Hanotaux, Vasily Klyuchevsky, Karl Lamprecht, Ernest Lavisse, Sir Richard Lodge, Erich Marcks, Albert Mathiez, Paul Milyukov, Mikhail Pokrovsky, John H. Rose, Francesco Ruffini, Gujstav von Schmoller, Hénri Sée, Charles Seignobos, Harold Temperley.
- Smith, Preserved, *A History of Modern Culture* (New York: Henry Holt & Co., 1930-4). 2 vols. A good deal of space is devoted to the historians living between the Reformation and French Revolution. Also good bibliographies.
- Worts, Frederick R., ed., *A Gallery of Master Historians* (London and Toronto: J. M. Dent & Sons, 1923).
- II. ARTICLES ON THE STUDY OF HISTORY
- (The following articles, arranged alphabetically according to author, indicate the general trends in historical thinking in the United States. The letters A.H.R. are abbreviations for *American Historical Review*.)
- Adams, George B., "History and the Philosophy of History," *A.H.R.*, XIV (January, 1909). 221-236.
- Baldwin, Simeon E., "Religion Still the Key to History," *A.H.R.*, XII (January, 1907). 219-243.
- Bean, Walton E., "Revolt Among Historians," *Sewanee Review*, XLVII (1939), 330-341. Traces the main currents in American historiography since the founding of the American Historical Association.
- Beard, Charles A., and Vagts, Alfred, "Currents of Thought in Historiography," *A.H.R.*, XLII (April, 1937), 460-483.
- Becker, Carl, "What is Historiography?" *A.H.R.*, XLIV (October, 1938) 20-28.

- Becker, Carl, "Everyman His Own Historian," *A.H.R.*, XXXVII (January, 1932), 221-236.
- Burr, George L., "The Freedom of History," *A.H.R.*, XXII (January, 1917), 253-271.
- Cecil, Richard P., "Objectivity and the Writing of History," *The Historian*, XII (Autumn, 1949), 55-88.
- Cheyney, Edward P., "Law in History," *A.H.R.*, XXIX (January, 1924), 231-248.
- Clough, Shepard B., "Economics and History," *Social Education*, XIV (January, 1950), 7-13.
- Destler, Chester McA., "Some Observations on Contemporary Historical Theory," *A.H.R.*, LV (April, 1950), 503-529.
- Dunning, William A., "Truth in History," *A.H.R.*, XIX (January, 1914), 217-229.
- Farrand, Max, "The Quality of Distinction," *A.H.R.*, XLVI (April, 1941), 509-522.
- Fling, Fred Morrow, "Historical Synthesis," *A.H.R.*, IX (October, 1903), 1-22.
- Ford, Guy Stanton, "Some Suggestions to American Historians," *A.H.R.*, XLIII (January, 1938), 253-269.
- Frank, T., "Roman Historiography before Caesar," *A.H.R.*, XXXII (1927), 232-240.
- Gershoy, Lee, "Three French Historians and the Revolution of 1848," *Journal of the History of Ideas*, XII (January, 1951), 131-146. Interprets the writings of Blanc, Lamartine, and Michelet.
- Hart, Albert B., "Imagination in History," *A.H.R.*, XV (January, 1910), 227-251.
- Hempel, C. G., "The Function of General Laws in History," *Journal of Philosophy*, XXXIX (1942), 35-48.
- Hill, David J., "The Ethical Function of the Historian," *A.H.R.*, XIV (October, 1908), 9-21.
- Holt, W. Stull, "The Idea of Scientific History in America," *Journal of the History of Ideas*, I (1940), 352-362. Reviews the influence of science on historical studies in the United States.
- Howe, Laurence Lee, "Historical Method and Legal Education," *Bulletin, The American Association of University Professors*, XXXVI (Summer, 1950), No. 2, pp. 346-356.
- Keohane, Robert E., "The Great Debate over the Source Method," *Social Education*, XIII (May, 1949), 212-218.
- Lea, Henry C., "Ethical Values in History," *A.H.R.*, IX (January, 1904), 233-246.
- Lloyd, Alfred H., "History and Materialism," *A.H.R.*, X (January, 1915), 727-750.
- McIlwain, C. H., "The Historian's Part in a Changing World," *A.H.R.*, XLII (January, 1937), 207-224.
- McLaughlin, Andrew C., "American History and American Democracy," *A.H.R.*, XX (January, 1915), 255-276.
- Mandelbaum, Maurice, "Causal Analysis in History," *Journal of the History of Ideas*, III (January, 1942), 30-50.
- Nichols, Roy F., "Postwar Reorientation of Historical Thinking," *A.H.R.*, LIV (October, 1948), 78-89.
- Randall, James G., "The Interrelation of Social and Constitutional History," *A.H.R.*, XXXV (October, 1929), 1-13.
- Schuyler, Robert L., "Man's Greatest Delusion," *Proceedings of the American Philosophical Society*, XCII (1948), 50f. Deplores overemphasis on contemporary history.
- Sloane, William M., "The Vision and Substance of History," *A.H.R.*, XVII (January, 1912), 235-251.
- Shotwell, James T., "The Interpretation of History," *A.H.R.*, XVIII (July, 1913), 692-709.
- Smith, Goldwin, "The Treatment of History," *A.H.R.*, X (April, 1905), 511-520.
- Stromberg, R. N., "History in the Eighteenth Century," *Journal of the History of Ideas*, XII (April, 1951), pp. 295-304.
- Taylor, Henry C., "A Layman's View of History," *A.H.R.*, XXXIV (January, 1928), 247-256.
- Teggart, Frederick J., "The Circumstance or Substance of History," *A.H.R.*, XV (July, 1910), 709-719.
- Teggart, Frederick J., "Causation in Historical Events," *Journal of the History of Ideas*, III (January, 1942), 3-29.
- Thayer, William R., "Vagaries of Historians," *A.H.R.*, XXIV (January, 1919), 183-195.
- Thayer, William R., "Fallacies in History," *A.H.R.*, XXV (January, 1920), 179-190.
- White, Morton G., "The Attack on the His-

torical Method," *Journal of Philosophy*, XLII (1945), 314-331.

(Note: For an effective use of the *American Historical Review*, the student is urged to consult Scott, Franklin Daniel, *Guide to the American Historical Review 1895-1945*, a

subject-classified explanatory bibliography of articles, notes and suggestions, and documents. With a foreword by Guy Stanton Ford. In the *Annual Report of the American Historical Association* (Washington, 1945), 65-292.)

The Teachers' Page

HYMAN M. BOODISH

Dobbins Vocational Technical School, Philadelphia, Pennsylvania

I was fortunate, last fall, in having been one of two teachers selected to represent Philadelphia Public Schools at The Thirty-first Annual Meeting of The National Council for the Social Studies, held at Detroit, November 22-24, 1951. Following is a brief summary of a few portions of this very important meeting, which I believe will be of interest to readers of this page.

The Keynote and Highlights of the Convention

During a moment's lull at the table of the last luncheon I asked those sitting with me what they thought had been the central theme or keynote of the convention. The few who replied seemed to feel that there was no central theme but rather a number of different points of interest, such as: education for citizenship; the need for greater use of community resources; concern over both national and international problems; and the need for greater emphasis on developing maturity. Somehow, I felt, these were linked to a central theme. At this moment, Dr. Julian C. Aldrich, first vice-president of The National Council of Social Studies, arose to introduce the two principal speakers. His opening statement expressed what seemed to me the central theme of the convention. His words were: "For the past four days we have been attempting to deal with reality."

Whether it was Senator Moody speaking on ethics in government, strengthening our military forces in the face of communist aggression, and on stabilizing our economy against the ravages of inflation; or whether it was T. V. Smith, of Syracuse University, discussing with his witty sense of seriousness the role of the social studies teacher in solving, resolving,

and absolving himself from the multitudinous problems he encounters in his profession; or whether it was Dean Melby of New York University saying that for too long teachers have labored under the two illusions that (1) knowledge alone is power and (2) we can train our children to assume the mature duties of citizenship within the limitations of the four walls of the classroom; or whether it was Lee M. Thurston, Michigan's State Superintendent of Instruction, speaking on developing moral and spiritual values through the social studies; or whether it was any of the other large and small meetings devoted to some phase of the social studies, the pronounced or implied theme was *dealing with reality*. It appeared to me, and perhaps I am somewhat partial to this viewpoint, that the social studies are embarking upon new perspectives growing out of this need for dealing with reality.

These new perspectives give emphasis to the need of incorporating in the social studies program the findings of the new disciplines of psychology, anthropology, and sociology. Terms such as emotional maturity, semantics, and the cultural concept of history, appeared and reappeared in many of the meetings. Not all who were present responded with open arms to the inclusion of these relatively new concepts. In the meeting on "New Perspectives in American History," where the two speakers stressed, among other things, the importance of the cultural concept of history and semantics in historical research, the audience felt obviously disturbed. One of the discussants urged caution for at least twenty-five years. A member of the audience, a teacher from McKeesport, Pennsylvania, felt that he had to

meet state requirements which give a different interpretation to the teaching of history than was expressed in the meeting. I met this same person on the way home on the train. He felt somewhat disappointed that the convention had not given him more concrete ways of dealing with the day-to-day classroom problems that he has. He admitted that "perhaps I expected too much" in this respect. However, wherever the meeting and whatever the main topic, one sensed general agreement that teaching for citizenship today, in the face of reality, involves different methods, different concepts and different emphases than have been used in the past.

It is obviously too space-consuming to describe in detail everything of importance that transpired in all the meetings I attended. This report will be, therefore, a condensation of the significant points covered in a few of the more important meetings.

First General Session

T. V. Smith, Syracuse University. "Ideas That Have Made America"

1. Much of the anxiety of our profession and great impairment of our efficiency comes from our failure to realize the multitudinous variety of the problems in the social studies.
2. Most of our anxieties begin with problems that end as predicaments. They arise out of the fact that where causes become reasons they become different in different people's minds.
3. Men are so prone to disagree that if you don't let them disagree over important matters, they'll disagree over trivial ones. (from Madison's "The Federalist"). Never have all men agreed on holiness, goodness, justice, honesty, etc.
4. If you can't solve or resolve a problem you should be able to absolve yourself from a sense of guilt. After all, you didn't create the world. You are not God.
5. Infidelity consists in professing to believe what you don't, not in believing or disbelieving (from Thomas Paine).
6. Develop a sense of humor.

Dean Melby, New York University. "American Schools Must Deal With Ideas."

1. The community in its entirety is an educational institution far more powerful than the school. There is need for reappraisal of

the function of the school.

2. Take education out of the four walls of the school and utilize the resources of the community.
3. Knowledge is power only when it carries with it the disposition to do good.
4. Love is needed in human relations. People who are loved, who have security, are given the opportunity to create, can create, can be generous, can be unselfish.
5. Few administrators take the trouble to say anything good to their teachers. You can't get children to show affection if teachers don't show it to children, and if administrators don't show it to teachers.
6. Every single human being is a creative organism. "Let each become what he is capable of becoming" (from the seal of New York State University).

Section Meeting—"American History: Some New Perspectives." (Russell B. Nye, Michigan State College and Norman F. Weaver, New York State College for Teachers, Buffalo).

1. No historical document or statement can have full meaning unless semantic meaning of words has been analyzed.
2. The application of techniques of research and criticism of other disciplines can enrich and give new meaning to historical research.
 - a. In studying the culture of a people, the anthropologist must decide upon a specific scheme of observation. He must decide what items are important and what items are trivial. In the study of history the quantity of material is enormous. Some conception of important and unimportant items is essential.
 - b. The anthropological pattern most useful selects those items that are universal among all peoples: that is, family structure, control of power, religion, speech or language, scientific advancement.
 - c. *Cultural index*, (developed at Yale) contains forty-five major divisions or items of culture content.
3. Historians have not approached the study of history so rationally. They are too concerned with validity of sources and problems of change. Political and military events constituted major portion of history writing for many years.

4. What should be the content of a good cultural history?
 - a. Obligation and duties of an individual through the five stages of his life cycle.
 - b. Analysis of institutions.
 - c. Study of special interest groups—the role of the military, business, labor, organized religion.
 - d. More emphasis on art and esthetics.
 - e. Study of conflict.
5. Such a reorientation to the study of history would necessitate reorienting teachers as well as the public.

Luncheon-Meeting. — “Developing Moral and Spiritual Values Through Social Studies Teaching.” (Lee M. Thurston, State Superintendent of Instruction, Michigan, and Member of Education Policies Commission).

1. Interest in this subject was evidenced by the fact that it was the most attended luncheon.
2. Reference made to deep and disturbing doubts that assail us today in view of the moral dereliction in government, collegiate athletics, and crime in general.
3. Major portion of address based on publication on *Moral and Spiritual Values* by Education Policies Commission (price \$1.00, can be obtained by writing to 1201 16th Street N.W., Washington, D. C.)
4. The responsibility for creating high moral and spiritual values, though a major function of the school, has always been shared by the home and the church. The mass communicating agencies (radio, television, movies, the press) share in this responsibility.
5. Basic moral and spiritual values we should strive for:
 - a. Respect for human personality and the individual.
 - b. Sense of moral responsibility—everyone is accountable.
 - c. Institutions (like government) are servants not masters.
 - d. Devotion to principle of government of, by and for the people.
 - e. Devotion to exaltation of truth.
 - f. Respect for the arts.
 - g. Moral equality.
 - h. Spirit of brotherhood.
- i. Right of the individual to pursue happiness.
- j. Self-enrichment through creativeness and worship.

6. Factors affecting individual responsibility.
 - a. War—essentially destructive.
 - b. Era of bigness—loss of sense of responsibility.
 - c. Great volume of leisure time.
 - d. Home life—authoritarianism supplanted by looser and more relaxed life. This should ultimately lead to a richer and better life, but the intervening process of change creates problems.
 - e. World situation—intensifying antagonism between free and slave world with exaltation of the state.

7. It is not a simple matter to “teach” moral and spiritual values. They cannot and should not be organized into a separate course. They are more the “fruit” of good teaching. All teachers are involved.

Section Meeting—Panel. Senior High Grades: Method and Materials. Subject: “Providing for Growth in Understanding and Maturity in Thinking Through the Social Studies.”

1. Stress upon the use of student interest. Good teacher-pupil planning makes use of both student interests and needs, not only as voiced by student but as seen by society through the eyes of the teacher. Involves preparation on the part of the teacher.
2. Encourage increasing use of community resources.
3. Importance of citizenship training through the use of laboratory practices.
4. There is need to consider transfer from practical experience to historical background and vice versa.
5. *Cautions*
 - a. We need to be open-minded.
 - b. There is need for unity between teachers and administrators.
 - c. Need for developing good public relations.
6. Questions pending.
 - a. What do we really mean by such terms as good citizenship and maturity of thinking?
 - b. Need to delve further into the question of mechanics and techniques.

Section Meeting—Panel: “The Student Council and Citizenship Education.”

This was a very spirited meeting that ran considerably beyond its scheduled time with many questions and comments left unsaid.

1. Reference made to C. E. P. (Citizenship Education Project) sponsored by Columbia University. Aim is to encourage experimentation in developing and using tools and materials in citizenship education.
 - a. Citizenship will develop best through participation or experience in life problems of (1) the school and (2) the community.
 - b. Question raised as to number of teachers

who want to or can teach through pupil participation; number of teachers who find security through the textbook and are afraid to step out of the shelter of the traditional school.

2. Discussion on student council stressed that:
 - a. In most cases it provides primarily for leadership training.
 - b. It is highly desirable to involve all the students.
 - c. There should be a clear understanding of the function of the student council.

Visual and Other Aids

IRWIN A. ECKHAUSER

Washington Junior High School, Mount Vernon, New York

Those who are interested in conservation education will find American Forest Products Industries' 1951-52 Bibliography a storehouse of useful information. The 16-page publication, just off the press, lists a variety of booklets, charts, maps, posters, and film strips, and a motion picture now available for schoolroom use. All materials listed in the Bibliography are supplied free of charge by AFPI, an industry-sponsored organization for educating the public about the importance of forest-fire prevention and wise woodland management. Write for copies to American Forest Products Industries, 1319 18 St., N.W., Washington 6, D. C.

FILMS

Tony Learns about Fire. 20 minutes. Free loan. Board of Fire Underwriters, 13 E. 37 St., New York, N. Y.

Shows how a small fire caused by a defective electrical connection endangered the lives of several children.

For Some Must Watch. 28 minutes. Free except for transportation. Produced by Institute of Life Insurance. Write to Association Films, Inc., 35 W. 45 St., New York, N.Y.

Tells how Jack Sutton, an insurance agent, helped three families. In that way he helped to make his community a better place to live in.

American Portrait. 25 minutes. Free. Association Films, Inc.

The story of American salesmanship and its tremendous contribution to our Nation's progress.

The Search for Security. 17 minutes. Free. Association Films, Inc.

The background of American life insurance, and the mighty contribution it has made to our social and economic life.

Shortest Way Home. 33 minutes. Sale or rental. Association Films, Inc.

You will visit 22 of America's scenic wonderlands and historic shrines. Aboard a sleek air-conditioned Greyhound you will be whisked along America's broad highways and tree-shaded byways to places that bring out the wanderlust in all of us.

The Building of a Tire. 28 minutes. Free except for transportation. Association Films, Inc.

An amazing process made simple and entertaining through the magic of Disney animation. The technicolor cameras show how fluid from a tree in Africa becomes a modern high speed tire for motor-minded America.

World Trade for Better Living. 17 minutes. Sale or rental. Encyclopaedia Britannica Films, Inc., Wilmette, Ill.

The fundamentals of international trade, its

problems, policies, and influence on the daily lives of people of every country is the subject of this film.

The Price of Freedom. 23 minutes. Free loan. National Association of Manufacturers.

Deals with the amount of government regulation to be allowed under our Constitution.

Joe Turner, American. 25 minutes. Free loan. National Association of Manufacturers.

Depicts the rights and duties of voting necessary on the part of every citizen.

Adobe Villiage. 20 minutes. Sale or rent. United World Films, 1445 Park Avenue, New York 29, N. Y.

Shows the maize culture of a village on the central plateau of Mexico.

People of Mexico. 11 minutes. Sale or rent. Encyclopaedia Britannica Films, Wilmette, Ill.

Origin, history, and present status of the Mexican people—emphasis on habits, customs, and life in rural areas.

Forgotten Village. 60 minutes. Rent. Religious Film Association, 45 Astor Place., New York 3, N. Y.

A boy's fight for the new ways of science against the old ways of ignorance and superstition.

Po River Valley (Earth and Its Peoples Series). 20 minutes. Sale or rent. United World Films.

Development of many large cities and industries fostered by abundance of cheap electric power and skilled labor.

Italian Peninsula. 10 minutes. Sale. Coronet Films, Coronet Bldg., Chicago, Ill.

Italy's varied geographical and climatic conditions have helped to produce different types of agricultural and industrial living patterns.

Liquid Sunshine. 10 minutes. Free loan. A. F. Films, Inc., 1600 Broadway, New York 19, N. Y.

This E.C.A. production describes the orange and lemon growing industry.

FILMSTRIPS

The New Face of Japan. Rent. *New York Times*, Office of Educational Activities, 229 W. 43 St., New York 18, N. Y.

Shows the changes that have taken place in life of the Japanese people.

Land of Mexico. 70 frames. Encyclopaedia Britannica Films, Wilmette, Ill.

Geographic and economic aspects of modern Mexico.

Mexico. 43 frames. Informative Classroom Pictures Publ., 40 Ionia Ave., N.W., Grand Rapids 2, Mich.

Customs, culture, clothing, food, occupations, natural resources, and climate are shown.

The Story of the American Flag. 3 full color filmstrips, Filmfax Productions, 10 E. 43 St., New York 17, N. Y.

Pt. I—27 frames . . . *The Flag Is Born.*

The story of the various flags which have flown over America from the time of the Vikings through the birth of the Stars and Stripes. Many important Revolutionary flags are shown.

Pt. II—27 frames . . . *The Flag Develops.*

Important events in the history of our flag and our country. Changes in the flag as America grew. The birth of the Star Spangled Banner, Confederate flags, westward expansion.

Pt. III—24 frames . . . *How to Honor and Display the Flag.*

Right and wrong way to use the flag. How to display it with flags of societies, states and foreign nations. Meaning of colors. Pledge of Allegiance.

Great Explorer Series Set. 6 filmstrips, color \$30. Sale. Young America Films, Inc., 18 E. 41 St., New York 17, N. Y.

Six filmstrips illustrating the lives and exploits of seven explorers who are important in the history of our nation. The titles in the set are as follows: Marco Polo, Hernando Cortez, Jacques Marquette, Ferdinand Magellan, John Cabot, Lewis and Clark.

RADIO

The U. N. Is My Beat (NBC). 11:30-11:45 a.m. Sunday.

Clark M. Eichelberger, Director of the American Association for the United Nations, discusses with guests happenings of the week at U.N.

You and the World (CBS). 6:15-6:30 p.m., Monday through Friday.

A series of five informal conversations each week on a topic of current interest.

Capitol Cloak Room (CBS). 10:30-11:00 p.m., Tuesday.

Informal interviews with members of Con-

gress by three CBS newsmen on important public issues.

Living—1951 (NBC). 11:30-12:00 p.m., Thursday.

Documentary series designed to set Americans thinking more about a wide range of problems and to arouse them to intelligent action.

Armed Forces Review (MBS). 9:00-9:30 p.m., Friday.

A new Department of Defense all service-feature. Many facts of enlisted life are high-

lighted in the documentaries recorded for each broadcast, spotlighting activities that are not common knowledge to the average citizen.

PICTURES

The following pictures (historical documents) may be secured from the Photoduplication Service, Library of Congress, Washington 25, D. C. No order for less than \$1.00 will be accepted.

Gettysburg Address (First Draft) . . . 80 cents

Gettysburg Address (Second Draft) . . 80 cents

Japanese Instrument of Surrender, 1945 . \$4.80

News and Comment

R. T. SOLIS-COHEN

Philadelphia, Pennsylvania

CENTRALIZATION IN GOVERNMENT

With increasing frequency one hears dire things predicted by reactionaries who fear that government support of research means government control and a subsequent tyrannical bureaucracy.

It is therefore refreshing to read objective comments on the subject by Dr. Vannevar Bush in his (*J.A.M.A.*, Dec. 29, 1951) annual report as President of the Carnegie Institution of Washington. He warns against the trend toward centralization in government in general and toward federal control of research in particular. He points out that the power of the state to protect the individual against various ills is being used increasingly. In its best form, it is one of the most hopeful of current trends. However, it inevitably carries with it regimentation and deterrents to innovations by courage and genius.

It is Dr. Bush's belief that the federal government's entry into research was inevitable because of its intense continuing need for research and development on military devices and that much government support of research has been wisely conducted. However, the present situation is full of potential danger and current trends are not reassuring. Compared with pre-World War II expenditures, the government is probably now spending seven times as much. In many universities, the

bulk of their research and graduate faculty salaries are being paid for by government funds.

There is an inevitable trend toward bureaucratic control of research. Professors who engage in Government research are paid higher salaries than if they restricted themselves to wholly academic and privately supported work. Dr. Bush sees the twin pitfalls of greed and scientific eloquence rather than merit.

He complains that some programs of construction are so elaborate that hardly any talent is left unoccupied to contemplate the general usefulness of the completed devices.

In Dr. Bush's opinion, government control so far has not been onerous but its inherent potentialities are very dangerous. These include the possible undue emphasis on the immediate and the applied and a lack of support for "really fundamental science." However, Dr. Bush states that this danger thus far has been avoided to a remarkable degree.

ANNA DICKINSON

The abolitionist and feminist Anna Dickinson was the subject of research by James Harvey Young in an article "Anna Dickinson, Mark Twain and Bret Harte." (*The Pennsylvania Magazine of History and Biography*, January, 1952.)

"Queen of the lyceum," Anna was an "old

stager" who aimed at entertaining an audience at the same time she converted it with missionary zeal to her views on abolition or on women's rights, or on other subjects.

In her day, life on the lyceum circuit was very difficult, especially in the Midwest. Lecture bureaus arranged inhuman speaking schedules, trains were uncomfortable and scheduled at inconvenient times, hotels were bad and food worse. In addition to these discomforts the traveling lecturer also suffered from the prying curiosity of the natives.

These conditions were cordially detested by Mark Twain and by Bret Harte. Anna Dickinson on the other hand was satisfied with giving lectures, at least as long as this activity provided her with the creature comforts. She was a native of Philadelphia, who, in her teens, spoke at abolition and Quaker meetings. Her ability was recognized by William Lloyd Garrison, who, having heard her speak, invited her to address antislavery audiences in New England.

Radical Republicans heard her and invited her to stump against Confederate and Northern Democrats. In gratitude for her efforts, the Republicans arranged for her to speak in Congress before senators, congressmen, cabinet members, Supreme Court justices, diplomats, and even President and Mrs. Lincoln. She also spoke against the Copperheads.

Anna Dickinson crusaded for a vindictive reconstruction policy. Later her lectures featured the rights of women.

When she reached Elmira, New York, on the lyceum circuit, she called on the Langdon family whose daughter, Olivia, had married Samuel L. Clemens (Mark Twain). This gentleman was instantly and persistently disliked by Anna who regarded him as a vulgar boor. Olivia's cousin, Hattie Lewis, regarded the friction between the two celebrities as a result of their always trying to test each other's right to be famous.

Anna Dickinson could be exasperating. She ridiculed Twain's "bird of prey beak" but she did not hesitate to ask him to write letters of introduction for her which she could use on a European trip. He graciously complied. However, when her plans went awry, postponing her trip for a few months, he objected to

spending another whole day writing more letters for her.

Anna never married, rejecting several suitors—one a member of Congress—to pursue her oratorical career. She even had dramatic ambitions. Twain attended a performance in which she appeared and agreed with most of the critics that talent is useless without training.

In contrast to Mark Twain, Bret Harte met with Anna's approval.

The impression of these three lecturers, writers and personalities adds color to what is already known about them. Dr. Young's findings show that however emancipated Anna Dickinson fancied herself, she rated behavior by the ordinary conventional criteria, namely, gentility and refinement.

Dr. Young's research for this article was made possible in part through a grant in aid allocated by the research committee of Emory University from funds made available jointly by the Carnegie Foundation and Emory University.

WAR ON PHILADELPHIA SLUMS: AN HISTORICAL NOTE

A drive for better housing in Philadelphia was spearheaded in 1893 by Walter Vrooman. He had a most interesting background. He was born in Kansas, peddled "Lightning Cleansing Compound" in the Middle West, lectured with great success on phrenology in the same region and in the South. In 1886 he was an eyewitness of the street car riots in Chicago. He entered the market squares of the nation as an itinerant labor agitator "for the sake 'of Christ and humanity.'" In 1887 he went to New York, joining the Socialists against Henry George. In 1890, as a reporter for the *New York World*, he agitated unsuccessfully for parks and playgrounds for the children of New York City. His most lasting achievement was founding Ruskin Hall, a college for workers, in Oxford, England in 1899, with the assistance of Charles A. Beard.

In 1892 Vrooman came to Philadelphia and found in its Fourth Ward slums which aroused his righteous indignation. There in squalid, crowded quarters lived newly and less recently arrived Russian and Polish Jews, as well as Irish and Italians. American Negroes also lived in this section.

In 1893 several Christian ladies established the University Settlement House. They had a number of advisers including Professor Simon Patten of the University of Pennsylvania, Reverend Henry Weston, President of the Crozer Theological Seminary, Rabbi Joseph Krauskopf of the Temple Keneseth Israel and many of Philadelphia's leading ministers. Their Settlement House was to be the place from which inspiration would rise to rid Philadelphia of its slums.

Vrooman went to the University Settlement House, which was located on Alaska Street in the midst of poverty and dense population. He learned about the lives of the residents from his daily talks with them and with street scrapers, sewer cleaners, rag and bone collectors, and victims of the sweat shops.

Vrooman called upon Philadelphia's religious and humanitarian leaders. He so impressed a leading Baptist minister, the Reverend Frank M. Goodchild, with the threat of cholera and with vivid pictures of rotten and dirty tenements that Dr. Goodchild invited Vrooman to address the Baptist Ministerial Conference of 1893. Vrooman accepted the invitation. On the announcement of the Conference Vrooman was mistakenly mentioned as the Reverend. Unfortunately he did not correct this error. He was elected chairman of the conference and presided with force and dignity. He called for action against cholera and the slums. He called for resolutions which would unite Philadelphia's moral forces. Each religious denomination, labor organization, temperance society and reform club was to select a committee of three "to act as members of a central conference which shall attempt to arrange a program in which the majority of earnest people can unite for aggressive actions against the slums." The Methodists, Presbyterians, Ethical Culturists, Unitarians, and members of Temple Keneseth Israel chose their delegates to the Central Conference and endorsed the movement.

Vrooman called on Major Moses Veale, the City Health officer, who welcomed the former's attempts. Veale volunteered his time and energy to help assist in the drive against unsanitary conditions. Vrooman also won the backing of the Woman's Christian Temperance Union, the Catholic Temperance Union, the

Knights of Labor, the Workers Union for the Elevation of Labor, the Municipal League, and the Young Women's Hebrew Union.

When he had consolidated the majority of sincere Philadelphians, he publicly announced the new crusade.

At the meeting of the Conference of Moral Workers, Major Veale complained that the hands of his sanitation department were tied by meager appropriations. Vrooman called on the citizens of Philadelphia to use the ballot, secure control of Philadelphia and make it in fact the City of Brotherly Love.

Mass meetings were held and petitions were circulated condemning the sweat-shop.

The *North American* gave the new movement daily coverage on its front page and daily printed interviews with workers. Joseph D. Murphy, editor of the *Catholic Times*, regarded with approval this attempt to unite all well-meaning people on the common basis of humanity.

Vrooman found that Joseph Krauskopf, the rabbi of Reform Congregation Keneseth Israel, had been working in behalf of better housing for the slum dwellers before Vrooman came to Philadelphia. The latter went to the Temple to hear Dr. Krauskopf's discourse on "Model Dwellings for the Poor." In it Krauskopf spoke of the Model Dwelling Movement and mentioned examples of the accomplishments of New York and Boston in the United States, of London and Birmingham in Great Britain, of Mülhausen in Germany, of Le Havre in France and of Florence in Italy. He pleaded for financial aid so that Philadelphia might follow these examples, lest cholera spread from the hovels to the homes of the more prosperous citizens.

A housing rally was held in the Temple where the guest speaker was Felix Adler, Ethical Cultivist and Director of the active New York Tenement House Building Company, who extolled the Model Dwelling Movement. The program also included the reading of a letter from Alfred T. White, architect and builder of the Riverside Dwellings in Brooklyn.

In 1893 Dr. Krauskopf joined with Vrooman's Conference of Moral Workers. His plans for tenement house reform were submitted to the Conference, and to a committee for study. The latter's report recommended the immediate formation of the "Model Dwelling Association

of Philadelphia." The Association planned to acquire property in the poorest neighborhoods, and to construct buildings on them for low cost housing with the best sanitary regulations. In the public forums and in the state legislature there was agitation for better laws concerning sewage disposal, street cleaning, removal of garbage, and the creation of parks and breathing places for the congested districts.

A meeting was held in Philadelphia's Association Hall. Instead of the success expected, only a handful attended.

The ministers who had supported Vrooman had written to ministers in New York making inquiries about him. The replies had stated that Vrooman was not a minister but that, on the contrary, he was a reporter, a visionary and an agitator. His reform activities in New York had made prominent ministers there objects of ridicule. A Presbyterian weekly published an editorial against "Sensationalism in the Pulpit."

The *Philadelphia Press* carried a feature story condoning the slums. It admitted their wretchedness but stated that their population was at the lowest end of the social and mental scale and foreign to boot. The article was frankly nativistic. The *North American*, which previously had ably supported the movement, switched to the side of the enemy.

Dr. Krauskopf continued to work for the original program. His and Vrooman's persistent efforts bore fruit.

Agitation and pressure on the City Council produced the necessary appropriations and a program of rehabilitation in the slum district. Sewers, inlets and water and gas mains were constructed where there had been none before. Rutted, uneven, undrained cobblestone surfaces were replaced with asphalt and cement paving. Street cleaning was introduced there.

Vrooman left for Baltimore before the completion of the reconstruction of the streets in the fourth ward. His agitation for clean streets and decent housing was a contribution toward the elimination of slums in Philadelphia.

ATTACKS ON THE SCHOOLS

On the hypothesis that attacks on the schools usually disclose lack of understanding of our American educational institutions, the

Scholastic Magazines have prepared "Our American Schools," a booklet to acquaint the pupils enrolled in the schools with the place of education in our national life and their lives.

CIVIL DEFENSE

The Federal Civil Defense Administration has invented a new game, "Duck and Cover," to teach children how to protect themselves in case of atomic attack. A cartoon character, "Bert the Turtle" demonstrates the techniques in an illustrated pamphlet which the FCDA is sending to all states.

NEWS ANNOUNCEMENT

"Middle East Seminar"

A combination of a vacation and of earning credits is offered by a new variety of summer course which has come to the attention of this commentator.

"San Francisco State College announces a 'Middle East Seminar,' to be conducted during the period July 1 - August 15, 1952. Under the leadership of Dr. Louis Wasserman, Associate Professor of Philosophy and Government, the Seminar group will visit Greece, Turkey, Syria, Lebanon, Egypt, and Israel. Air travel will be used throughout. The principal function of the Seminar will be to study the social, political, and economic conditions of the area at first hand. Interviews will be held with leading spokesmen in each country, and these will be supplemented by visits to schools, public projects, farms, refugee camps, historic shrines, and the like.

"Six units of upper-division credit may be earned by members of the Seminar. Costs of the entire tour are computed on a cooperative basis. Address inquiries and applications to Dr. Louis Wasserman, San Francisco State College, San Francisco, Calif."

FROM THE BOUND FILES

"In 1905 . . . a study of the catalogs of twenty representative high schools . . . found a total of forty-five different subjects offered, only seven being common to all, Latin, German, English, Algebra, Geometry, Physics and Chemistry; and only two, English and Algebra, were compulsory in all."—Edith M. Clark (Hist. Outlook, Feb., 1920)

Book Reviews and Book Notes

DAVID W. HARR

Head, Department of Social Studies, Abraham Lincoln High School, Philadelphia

History of the Buccaneers of America. By James Burney. New York: W. W. Norton & Company, Inc., 1950. Pp. xvi, 382. \$3.75.

As usually is true, the Buccaneers were the product of their times. Arising in the 16th and 17th centuries in that part of the Caribbean which was the "Focus of Envy" of the Spaniard and his Siglo de Ore, the Buccaneers played a significant part in keeping him in check and oftentimes in "singeing his beard." Originating as disaffected nationals, usually French or English, the Buccaneers or filibusters, as they were sometimes called, waged continual war against Spain. And in so doing they almost established themselves as a new nation, certainly as an independent supranational group. That they did not make for themselves a country is again perhaps conditional to their times; it was, it seems, too late in history for this sort of thing, although had they begun earlier—, who knows? At any rate, with the ascent of a French king to the Spanish throne in 1702, their reason for being evaporated.

Reprinted from the edition of 1816, *History of the Buccaneers of America* still is the definitive history of this quasi-independent group who raged so violently against the Spaniard in the New World. The right of Captain James Burney, R.N., F.R.S., to retain his rank as foremost interpreter of the filibuster is not disputed by Malcolm Barnes in a new introduction to the work. Indeed, the Burney family was, it seems, a numerous one and held prestige matched by few others. Nor was James an exception. In fact, his merit as an author and historian offers admirable grounds for his pique at the Royal Society which, for some strange reason, did not immediately recognize his talents.

History of the Buccaneers is, of course, only the first half of volume four of his larger work, *Chronological History of the Voyages and Discoveries in the South Sea or Pacific Ocean*. These five volumes involved much laborious

work with wide research in several languages and careful collecting and sorting of every known voyage to the South Seas. Indeed, Burney's *History of the Buccaneers* probably never would have been written had not their activities carried them across Panama into the Pacific.

Among the historical parts played by the Buccaneers Burney intersperses an interpretation of their customs. Curious ways were assigned to them, it appears, and sometimes the stories were true. Along with others were the matelotage, the prescription of locks, bolts, and bars to private possessions, and the assumption of a *nom de guerre*. Dress also was prescribed, some say, with a standard costume consisting of unwashed shirt and pantaloons dyed in the blood of the animals they had killed. It is reported that they were long on religion and morality; one captain, in fact, going to the extent of shooting to death a member of the crew for not paying proper reverence to the Mass. Their "legitimate" activities consisted of securing letters of marque and reprisal when open war obtained between Spain and a country of which they had formerly been a national. Indeed, the "charter-party" was one of their most pleased roles.

It goes without saying that *History of the Buccaneers* is an interesting and intriguing book as well as first-rate history.

KENNETH V. LOTTICK

Willamette University
Salem, Oregon

Policy for the West. By Barbara Ward. New York: W. W. Norton & Co., 1951. Pp. 317. \$3.75.

This book is an excellent analysis of past Western policy towards Russia together with some pertinent suggestions for the future written by the former assistant editor of the *London Economist*. Miss Ward wrote an earlier work on the same subject in 1948 entitled *The West at Bay*, which attracted wide attention.

In the closing lines of this earlier book she offered the West a thought-provoking challenge: "So long as Communism, with its apocalyptic appeal, its vision of a classless society, its cry of brotherhood, its claim to offer a society based not on exploitation but justice, stands on the very frontiers of the West, there can be no respite from its challenge. The West is offered the choice of fulfilling the promise inherent yet still unrealized within it of creating a free, good, and just society. Or it will fail all the more speedily because of the chasm between its pretensions and its practice. These are the stakes. Who will say they are not worthy of the supreme effort of free men?"

Policy for the West in which Miss Ward considers the events of the past few years and then formulates a policy for the West that will successfully meet the Communist challenge is obviously a sequel to *The West at Bay*. The policy that Miss Ward proposes stated in simple form is that of "effective containment" of Russian imperialism. Her formulation of this policy takes into account both the factors of strength and weakness of the East and the West, and the book ends with a note of hope for the avoidance of World War III. Moreover, this hope is based upon a realistic and factual analysis of the history, the economics, and the psychology of the principal powers involved. As Miss Ward points out: "In many ways, we today are paying for the complacency of our grandfathers and great-grandfathers. It was not only the injustice, it was also the appalling smugness of the Victorian possessing classes which put the real vitriol into Marx's pen... Communists today leave us in no doubt where our weaknesses lie... They preach the decadence and decline of Western ideals, the false pretensions of Western society, the myth of Western religion, the hypocrisy of Western freedom and the certainty of Western collapse. We need therefore have no doubts about the necessary means of Western survival—to be stable, reliable and prosperous ourselves, to share with others our prosperity, to rebuild our defenses, to be patient allies and good friends, to restore our vision and moral purpose, to drive out the gods of fatalism, to restore the 'glorious liberty of the sons of God,' and in this spirit, to confront our adversaries with a calm fortitude that allays their fears and their am-

bitions—these are the main themes for a common policy in the West."

Policy for the West shrewdly analyzes these means of Western survival point by point. Miss Ward's proposed policy of "effective containment" of the Kremlin's imperialistic ambitions means essentially that the West must surpass Russian social organization with a better Western social organization; Russian economics with a better Western economics; and Russian military strength with a stronger Western military might the world over. The book shows how some of these steps have already been taken by a penetrating discussion of the Atlantic Pact, the Marshall Plan, the Point IV program, and the United Nations. Miss Ward realistically discusses costs and calculated risks and makes provocative suggestions for the future. This reviewer feels that she demonstrates conclusively that the job of securing Western survival can be done and that there is no case for defeatism because of the essential strength of the Western ideal.

HERBERT R. HERINGTON

Franklin and Marshall College
Lancaster, Pa.

Man's Story (World History in Its Geographic setting). By T. Walter Wallbank. New York: Scott, Foresman and Company, 1951.

In his new book, "Man's Story," the author goes far in relating history to its geographic setting. From the beginning the idea is presented that man lives with, depends upon, is a part of the earth in all its constituents. One is made to feel realistically this thing called history. The reader projects himself into the remote past, becomes an active entity (not a follower) through the epochs and episodes of the succeeding interval, and emerges as an active participant in the present world of nations and individuals. The close tie between man, space, and resources is emphasized. The treatment, at least in a measure, fulfills a much overlooked or neglected fact—that through history people do much toward directing their activities according to environmental conditions, and that environmental values undergo change with change in human progress. Repeatedly it is brought out that the facts of history are embedded deep in the realm of geography.

**building
better
citizens
for
TODAY'S WORLD**

LIVING IN OUR AMERICA

A Record of Our Country

History for the Upper Grades

by I. James Quillen and Edward Krug

LIVING IN OUR COMMUNITIES

Civics for Young Citizens

by Edward Krug and I. James Quillen

MAN'S STORY

World History in Its Geographic Setting

by T. Walter Wallbank

Write for free examination materials to see how these texts help boys and girls develop deeper appreciation of our American democracy and grow in understanding of the world we live in.



SCOTT, FORESMAN AND COMPANY

Chicago 11

Atlanta 3

Dallas 1

San Francisco 5

New York 10

In certain parts it would seem that history and geography might be more consistently interwoven, rather than presenting the geographic conditions followed by historic developments. Also in places it appears that environmental factors are extended dynamic powers, but this possibly reflects the method of expression rather than any intention.

The book seems well balanced in its presentation. A wealth of pictures, maps, and cartoons are selected from the ages which should add materially to the interest and informative values of the treatment. The topics, questions, and suggestions at the close of the chapters should serve both for emphasizing materials treated and as incentive for further study.

W. A. BROWNE

State Teachers College
Kirksville, Missouri

Missouri: Its Resources, People, and Institutions. By Noel P. Gist and Others, Editors. Columbia, Missouri: Curators of the University of Missouri, 1950. Pp. vi, 605. \$4.00. *Missouri* ranks as an encyclopedic treatment

of the resources, people, and institutions of the state. Because it represents a joint undertaking of a number of subject-matter specialists, the volume becomes a contribution of members of the University faculty divisions to the public. Because it is dedicated as a service guide to the citizens, the information provides for them a better understanding and appreciation of their state. It furnishes a source of ideas usable in the formulation of policies dealing with governmental problems.

The design of organization in the book's content is topical: Climate, Geology, Soil Resources, . . . , Missouri Archaeology, Population, Cities and Towns, etc. Chapter headings succeed one another without unification under political, economic, and social divisions. Thus, preference for one group of readers has not played a role. The single volume has resulted in an over-all picture. Omissions have been due to the lack of timely information on such specific topics as recreation and wealth of the state. However, the condensation of the information remains comprehensive and excellent in quality.

Force becomes evidenced in the arrangement through simplicity of treatment and through pictorial devices: tables, graphs, maps, and pictures. Numerous sub-headings in each chapter aid the reader to evaluate facts and to determine a policy for himself, ultimately resultant in civic progress for the Commonwealth.

In the social studies curriculum, the book serves a need. The education department requires the study of the Constitution at three levels: elementary, high school, and junior college. For the teacher and the student, the *Missouri* volume gives supplementary data usable in understanding the government. Because the school and the home are united in the education of students, this unit of instruction strengthens the interest of citizens—adolescent-receiving and adult-giving—for the present and future of the state. Furthermore, social scientists in colleges and in the field-at-large will find this book basically valuable as a pattern in comparative studies of research.

DOROTHY LEGGITT

The Wydown School
Clayton, Missouri

Government in the United States. By Claudius O. Johnson. New York: Thomas Y. Crowell Co., 5th ed., 1951. Pp. xviii, 1064. \$5.00.

Out of the flood of textbooks on American government, Johnson's book has the distinction of being in the forefront of the volumes claiming to have something special to offer a swollen market. That this is the "fifth revised" edition testifies to the popularity of this text. Although this edition contains the same general plan of organization as the fourth, numerous changes in arrangement have been made within the chapter and section structure. Such changes are particularly noticeable in the chapters on "The President's Executive Powers," "The National Administrative System," "Government and Labor," and "National Defense." A new chapter, "The Conduct of Foreign Relations," has been included in the present revision. The chapter on "The United States and International Organization," originally written by the late Winston B. Thorson, has been thoroughly revised.

To the author's credit is not only his erudi-

tion and well-grounded scholarship, but also his effort to provide us with a book which is well organized and written. The author has made liberal use of text space for purely illustrative space has been given to charts and tables, a synoptic view of which often conveys more information than the well-executed paragraph. The "Questions and Problems" that accompany each chapter have been designated "to stimulate student response beyond the mere acquisition of facts."

All in all, this is one of the most useful and well-written books introducing the student to the often-disliked field of "American Government."

JOSEPH S. ROUCEK

University of Bridgeport
Bridgeport, Connecticut

West Virginia University
Morgantown, West Virginia

Problems of Social Policy. By Richard M. Titmuss. London, England: His Majesty's Stationery Office and Longmans, Green and Company, 1950. Pp. xi, 538, appendices, index, place names. \$5.75.

World War II meant more to the average Englishman than political diplomacies and military strategems. The piercing blast of air raid sirens and the shuddering whine of bombs brought disturbing trials in his normal life and necessitated a constructive welfare program by his national state. *Problems of Social Policy* details the impact of World War II upon the daily routine of millions of people in England and chronicles the attempts of British public policy to control or temper the war's effect upon primary needs of life, shelter, food and warmth.

The book covers intensively three basic "human problems" of the war: the evacuation of mothers and children, the work of the hospital agencies, and the social consequences of air bombardment upon the physical and mental well-being of the civilian population. In his study of these three topics and correlated issues, Richard M. Titmuss has exhausted the immense private and official deposits of British historical records and has woven a chronological analysis of approximately six years of social change, from the pre-1939 period to the

THE STUDY OF HISTORY

With Helpful Suggestions For the Beginner

By **RICHARD H. BAUER**
University of Maryland

Designed for the college student who is beginning the study of history. Valuable for training senior high school students in techniques of historical study.

A clear presentation of such topics as:

The Meaning and Scope of History
Organizing Historical Material
Importance of Visual Aids in History
Various Types of History Examinations
How to Read and Study History
Research in History
The Interpretation of History

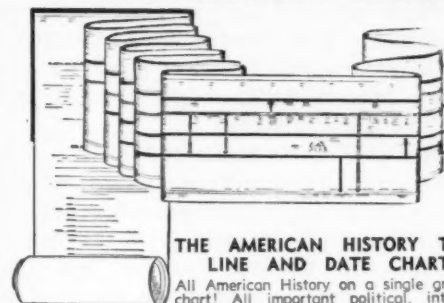
Prices: Single copies 45 cents

Five or more copies 40 cents
postage extra

McKinley Publishing Company

809-811 NORTH 19th STREET
PHILADELPHIA 30, PA.

FOR BETTER UNDERSTANDING OF HIGH SCHOOL HISTORY



THE AMERICAN HISTORY TIME LINE AND DATE CHART

All American History on a single graphic chart! All important political, international, military, economic, cultural, social, industrial, and scientific events in our history from 1485 to 1951.
Price \$2.40 net

THE IROQUOIS TIME LINE AND DATE CHART FOR ALL HISTORY

Covers 4500 B.C. to the present. A single chart equips an entire classroom.
Price \$2.50 net

OUR OWN UNITED STATES

The better high school textbook that really puts American History across to the students.

All of the above by John Van Duyn Southworth

IROQUOIS PUBLISHING COMPANY, Inc.

HOME OFFICE: SYRACUSE, NEW YORK
New York Chicago Atlanta Dallas

end of the war. The author surveys a shift in governmental attitude toward evacuation, hospital services, and air bombings from improvisation to organization, from crude defensive policies of removing the injured to hospitals, the frightened to safety, and the dead to mortuaries, to an altruistic "welfare state" assuming new responsibilities for the social health of its members.

Problems of Social Policy will have no great American reading audience. Mr. Titmuss' fullness of documented detail, profusion of statistical, and unobtrusive style will turn away many a reader. Yet if one pokes around in the odd corners of the book, there is underplayed drama in abundance—the apocalyptic prophecies of the nineteen-thirties; the painful uprooting of human beings from their homes; dark hours of tense wakefulness, listening for the drawn-out whistle of bombs; the biological costs of war in terms of impaired bodily and mental health; and the troublesome adjustments of British youths. The book shows that war means more than killing and wounding; it means the organization of agencies to repair and heal—hospitals, shelters, rest centers,

relief offices, feeding stations, casualty services, nurseries, and clothing schemes.

Public officials of this country who are presently concerned with civilian defense will do well to ponder the English experience of the past war. Mr. Titmuss' analyses, detailed, complex, diverse, show that there are no quick remedies to the social problems posed by war. Their solution is dependent upon vigorous leadership, the pooling of national resources, the sharing of common risks, and educational programs to counteract natural panic and hysteria.

HAROLD M. HELFMAN

The Ohio State University

The Teaching of Geography: A Dynamic Approach. By Roderick Peattie with the assistance of Perry Bailey. New York: Appleton-Century-Crofts, Inc., 1950. Pp. x, 185. \$1.90.

Dr. Peattie has turned his thought-provoking writing to produce a most readable book and one worthy of reflective study. He has avoided educational terminology and has written a

very understandable small volume. In the twenty-three chapters he covers many individual items that are commonly stressed in the elementary schools plus special topics and areas that he feels need special attention in dynamic geography. The text objective is to stimulate thought without giving answers to all the questions raised.

At the end of each chapter activities are suggested, such as thought questions and suggested readings for critical education analysis. The latter is quite extensive, for the individuals who will use the volume, and most teachers will not have access to many of the references. The use of the listed supplementary articles would make it possible to use this volume as a textbook for a semester course in college, otherwise the book serves its best purpose as an up-to-date volume of geographic content and direction at the public school level.

The publisher is to be congratulated for producing such a well bound and inexpensive volume.

LEROY O. MYERS

Living in Our America, A Record of Our Country. By I. James Quillen and Edward Krug. Chicago: Scott, Foresman and Company, 1951. Pp. xxii, 752. \$3.32.

The merits of *Living in Our America* are many and undebatable, and learning United States history from this new textbook should prove a real pleasure for the upper grades.

As a piece of book designing, the work is a masterpiece. The maps are beauties, whether in color or black and white. The numerous illustrations not only are generally appropriate, but also seem certain to engage the young reader's attention. The charts are fetchingly done and easily comprehensible. The print is good; the style is easy (my twelve-year-old son also thinks so); the subheadings and the variations in the appearance of the pages are so frequent as to keep up interest in reading.

Several types of teaching and study helps that are built right into *Living in Our America* seem to me to be especially commendable.

Among those helps likely to intrigue both students and teachers are the many activity and study suggestions; the annotated reading lists; and the chapter-by-chapter lists of films,

filmstrips, and recordings. The activities suggestions provide projects for both individual and committee work, and the selections on the reading lists are keyed to three different levels of reading ability.

Other pedagogical devices help ensure that even the slowest pupils will be able to carry away some impression of what American history is all about. Towards the close of each chapter a section called "What Comes Next" helps rouse student curiosity about the ensuing lessons. Then each chapter begins with a brief statement of important developments to watch for. Many of the points in these sections link up with those in the review section, "Chapter Highlights." Thus the student prepares for these highlights before reading the text, then reads about them in fuller context, and finally re-reads them at the chapter's end.

The organization is another thing that seems to me especially good. The first twelve chapters carry forward chronologically the story of American history from its European background to the period of Reconstruction. In the last four units, however, the organization takes an unconventional turn. The ten chapters in this part bring up such persistent national problems as industrialization, public welfare, international diplomacy, and Pan Americanism. To trace and describe the topics, the authors go back to colonial times, if appropriate, and come down to very recent days. Thus *Living in Our America* becomes a good text for the teacher who wants to emphasize the problem approach in history and to do so with a healthy historical dimension.

The book is not perfect, of course. After all, there is probably no such book. This one has several features that the authors and editors apparently regard as commendable but seem to me to be of questionable merit. For instance, there are more than occasional lapses into colloquialism, and several cartoons which seem far-fetched in relevance to the text. Occasionally, too, some of the devices intended to capture the pupil's interest seem to overreach the desired effect. The value of the book, however, far outweighs these debatable features.

LOUIS GOTTSCHALK

University of Chicago
Chicago, Illinois

Harvey Firestone: Free Man of Enterprise. By Alfred Lief. New York: McGraw-Hill Book Co., 1951. Pp. xi, 324. \$3.00.

Nearly everyone is aware of the importance to our economy of the automobile industry. Not so many, probably, have realized the extent to which General Motors, Chrysler, Ford and the others are dependent upon a host of auxiliary industries. Perhaps the most important of these, and one whose development in many respects parallels that of the automobile, is the rubber industry. One of the half dozen key figures in the development of the latter was Harvey Firestone.

Mr. Lief's biography, then, is important to an understanding of our nation's industrial development. The author provides a picture of early Ohio. There is brief attention to Mr. Firestone's ancestry, boyhood and education. Roughly eighty-five per cent of the book deals with the adult life and business career of this managerial wizard.

Mr. Firestone's family and personal life are not neglected. Some readers will enjoy the account of the Ford—Edison—Firestone friendship. Many will find the record of industrial change and development—the story of the expansion of the tire industry—the most rewarding part of the book.

The volume has many defects. The writing is uneven and sometimes dull; the transitions are sometimes poorly made; there is no evidence of critical scholarship, though this reviewer recognizes that much effort was involved. In spite of a highly laudatory appraisal of Harvey Firestone, or perhaps partly because of it, few readers will feel they have come to know or admire the man himself. This reviewer doubts if many students would read this book. Teachers will find it helpful in gaining or enriching an understanding of our economy.

RALPH ADAMS BROWN

State University of N. Y.
Cortland, New York

HELPFUL CLASSROOM AIDS GENERAL

A very profitable set of pamphlets containing a digest of outstanding Speeches, and Articles by Leaders in Business, Industry and National Affairs can be obtained by writing to



Do you have these maps?

SIMPLIFIED UNITED STATES — Slarx

This is another useful item in the simplified series planned for introductory study and designed to develop map-reading skills. As the *Simplified World Map* (S9arx), this United States map uses the internationally recognized color system in a simplified way. The pictorial legend explains the colors and illustrates various geographic features. Edited by Charles C. Colby, the map is 64 by 56 inches and was drawn on a scale of 50 miles to the inch. Albers' projection is used.

PHYSICAL-POLITICAL U. S. — Slarp

Similar to the *Simplified United States Map*, but with more detail in names and coloring, this map is essential for more comprehensive study. The size is 64 by 44 inches.

For more details on these maps and on other teaching tools in a grade-level correlation, send for **Catalog 52**, just off the press.

DENOYER-GEPPERT COMPANY

Scientific School Map Makers

5235 RAVENSWOOD AVE.

CHICAGO 40, ILL.

Sum and Substance, 14 West 49th Street, New York 20, New York.

A series of information pamphlets each of which deals with a particular aspect of the program and work of the United Nations Educational Scientific and Cultural Organization has been published by Columbia University Press, 2960 Broadway, New York 27, New York.

The titles in this new series are 1. *Unesco: Geography Teaching for International Understanding*. 2. *Unesco and the Economic and Social Council*. Price 10 cents each or \$10.00 per 100 copies.

PAMPHLETS

American History and Immigration. By Edwin Mims, Jr. Bronxville, New York. Pp. vi, 59. Paper cover \$1.50. Sarah Lawrence College, Bronxville 8, New York.

The Right School. By Clara F. Blitzer and Donald H. Ross. Published by the Metropolitan School Study Council, 525 W. 120th Street, New York 27, New York. Price \$2.00.

A pamphlet that provides a sound basis for the citizen to judge his school system.

Basic Issues of American Democracy. Second Edition by Hillman M. Bishop and Samuel Heudel, Editors. Price paper bound \$2.25.

A book of Readings that will be very helpful in College Political Science classes.

What Parents can do to Help their Children in Reading. Compiled and Edited by Russell G. Stauffer. Write for copies to School of Education, University of Delaware, Newark, Delaware. Price \$1.00 per copy.

ARTICLES

"U. S. Participation in the United Nations," by Harry S. Truman, *The Department of State Bulletin*, August 13, 1951.

"The Suez Canal," *Life*, October 22, 1951. Picture-Story about the waterway.

"Turkey Paves the Path of Progress," by Maynard Owen Williams, *National Geographic Magazine*, August, 1951.

"Inflation Concerns Everyone," by Samuel B. Pettengill, *Reader's Digest*, October, 1951.

CURRENT PUBLICATIONS RECEIVED

Community Resources. By John E. Ivey, Jr., Woodrow W. Breland and Nicholas J. Demerath Philadelphia, Pennsylvania: The John

C. Winston Company, 1951. Pp v, 314. \$2.50.

A new approach to the teaching of Citizenship.

Origins of the New South. 1877-1913. By C. Vann Woodward. Baton Rouge, Louisiana: Louisiana State University Press, 1951. Pp. xvii, 542. \$6.50.

Volume IX of *A History of the South*.

The Course of Europe Since Waterloo. By Walter Phelps Hall and William Stearns Davis. New York: Appleton-Century-Crofts Incorporated, 1951. Pp. xlii, 1083. \$5.50.

A popular college text that has been revised and brought up to date.

Story of Nations. By Lester B. Rogers, Fay Adams and Walker Brown. New York: Henry Holt and Company, Incorporated, 1952. Pp. xxiii, 814. \$3.00. Revised Edition Completely replanned and rewritten.

Business Cycles. By D. Hamberg. New York: The Macmillan Company, 1951. Pp. xv, 621. \$5.00.

A scholarly study on a very important topic in economics courses.

Southern Parish: The Dynamics of a City Church. By Joseph H. Fichter. Chicago, Illinois: University of Chicago Press, 1951. Pp. xx, 283. \$5.00.

A systematic sociological analysis of the operation of an American Catholic parish.

International Organization. By L. Larry Leonard. New York: McGraw-Hill Book Company, 1951. Pp. xxvii, 630. \$6.00.

A distinctive new approach in this field.

Active Citizenship. By Harry Bard and Harold S. Manakee. Philadelphia, Pennsylvania: The John C. Winston Company, 1951. Pp. xxi, 506. \$3.00.

A text at Junior High School level that should have a great appeal to teen-age pupils.

A Documentary History of the American People. By Avery Craven, Walter Johnson and F. Roger Dunn. New York: Ginn and Company, 1951. Pp. viii, 869. \$5.50.

A new text with challenging material.

The Growth of Western Civilization. By A. E. R. Boak, Albert Hyma and Preston Slosson. New York: Appleton-Century-Crofts, Incorporated, 1951. Pp. ii, 877. \$6.00. Fourth Edition.

Revised and rewritten. Excellent for use in courses of college level.

I, No. 3

l. \$2.50
ing of

By C
uisiana
51. Pp

.
oo. By
Stearns
Croft
50.
revised

rs, Fay
York
porated
Edition

York
rv, 621

nt topic

a City
go, Illi
1951

of the
sh.

Larry
Book
D.

ld.
Harold
a: The
p. xxi

el that
upils.
merican
ohnson
nn and

A. E
losson
Incor
Fourth

use in